DOCUMENT RESUME

ED 352 501 CE 062 649

TITLE	"Keep on Truckin'" Literacy Program [for Adults]: Performance Report; Teacher's Handbook; Final External Evaluation Report.
INSTITUTION	Indian Hills Community Coll., Ottumwa, Iowa.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	Dec 92
CONTRACT	V198A[illegible]90
NOTE	242p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Certification; Context Clues; *Driver Education; Hazardous Materials; Job Training; Literacy Education; Occupational Safety and Health; Postsecondary Education; Public Health; Reading Skills; State Licensing Boards; *Traffic Safety; *Transportation; Vocabulary; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS	*Commercial Drivers License; DACUM Process; Florida; Truck Drivers; *Workplace Literacy

ABSTRACT

This document is composed of a performance report, a teacher's handbook, and an evaluation report of a workplace literacy program to prepare drivers for the Commercial Drivers' License examination. The performance report addresses actual accomplishments of five objectives. It identifies the number and characteristics of project participants who completed and did not complete activities and the outcomes of those who did; it also reports dissemination and project evaluation activities. The teachers' handbook contains a description of the "Keep on Truckin'" program, list of procedures teachers are expected to follow, suggestions for presenting the material, copies of required forms, a blank certificate of participation, and a flier advertising the program to commercial truckers. The evaluation report section of the document covers the purpose of the inquiry, major questions asked, data collection, program implementation, major findings, and evaluator's comments. The bulk of the evaluation report is nine appendices, which contain the following: inservice training materials regarding the DACUM (Developing a Curriculum) process to identify competencies and competencies the project recommends workplace literacy instructors have; selected materials used to develop the Systematic Curriculum and Instructional Development model; an implementation schedule for the Keep on Truckin' program; selected supporting materials such as letters and awards certificates; selected administrative documents and committee minutes; fliers, announcements, and memoranda; selected listing of program participants and employers who were interviewed; and copies of news clippings. (CML)

ED352501

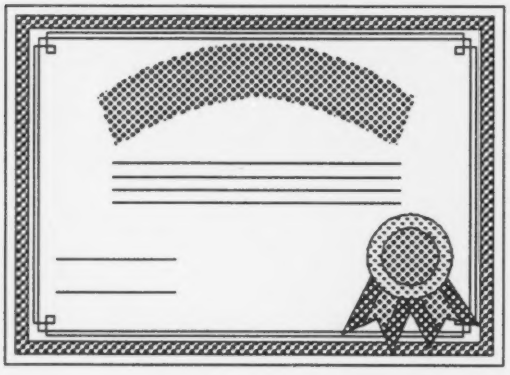
"Keep On Truckin'" Literacy Program

Indian River Community College

Performance Report

Teacher's Handbook

Final External Evaluation Report



December 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE062649

1. **Compare actual accomplishments to the objectives contained in the approved application.**

OBJECTIVE I

Eighty percent of the vehicle operators will increase their competency level by seventy percent.

A compilation of program data which included student Tests of Adult Basic Education (TABE) test scores, pre- and post-tests of module competencies, and Individualized Education Plans (IEPs) indicated that 57 percent of the students who participated in the "Keep On Truckin'" program passed the Commercial Drivers License (CDL) examination. Twenty-one percent of the student population had skill levels at or below the basic literacy grades of 0-4.9. These students were encouraged to enroll in the Adult Basic Education program at Indian River Community College in order to continue with their educational development. Those students with limited English proficiency were also encouraged to enter English as a Second Language (ESOL) classes.

OBJECTIVE II

Provide an individualized curriculum based on the needs of the participants.

Students were individually screened to determine last grade completed, literacy level through TABE testing, and employment history. This information was used to develop the Individualized Education Plans. Instructors and students monitored progress through use of the module assessment pre/post checklist. Instructional aides provided additional support to help students achieve identified competencies and complete the modules. Because of the construction of the curriculum into individual study modules, students were able to work at their own pace, one-to-one with an aide or instructor, in small and/or large groups.

OBJECTIVE III

Identify literacy weaknesses of participants through testing to determine the Individualized Education Plan for 100% of students.

Program participants served:	267
Program participants TABE tested:	147
Program participants unable* to test:	147

*No reading skills at all
*Vision problems
*Limited English proficiency

Average TABE reading score:	5th grade
Average number of school grades completed:	8th grade

Students were also deficient in test-taking skills. The development of test-taking skills was emphasized through the modules and through class discussions. The state of Florida permits drivers to take the CDL examination orally in both English and Spanish. Student interaction and class discussion proved to be very valuable tools for the dissemination of CDL information.

OBJECTIVE IV

Develop an ongoing review process to determine if students have a general understanding as well as specific knowledge of the CDL examination.

The following activities were used to inform the general populace of St. Lucie and Okeechobee counties of the "Keep On Truckin'" program:

* Presentations to local businesses, community groups, and literacy conferences
* Newspaper and radio media
* Door-to-door neighborhood canvassing and recruitment
* Telephone calls
* Flyers
* Student referrals and recruitment

OBJECTIVE IV (continued)

Student checklists provided information on individual competencies.

Instructors and instructional aides provided individualized, one-to-one small group and/or large group formats to facilitate learning.

Audio and video tapes were used to provide supplementary assistance in clarifying competencies needed to pass the CDL examination.

Thirty-six percent of the program participants were identified as limited English proficient. Program flyers were printed in Spanish and Creole. Bilingual teachers helped in selecting and developing supplementary aids to the CDL modules as well as translating portions of the CDL modules into Spanish and Creole.

OBJECTIVE V

Seventy-five percent of the participants will pass the Commercial Driver's License examination.

As of August 1992, 153, or 57 percent, of the participants successfully passed the CDL examination.

The following is a summary of the test data:

* Percent of students unable to TABE test:	42%
* Percent of students tested **below** 4th grade on TABE test:	14%
* Percent of students tested **above** 4th grade level:	44%
* Total percentage of students who passed the CDL examination:	57%

2. **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.**

The implementation schedule was followed according to plan and was completed with great success.

3. **For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.**

Demographic Profile
August 31, 1992

Students	Number	Percentage
Male	237	88.7
Female	30	11.3
Total Students	267	100.0

Ethnic Groups	Number	Percentage
White	57	21.3
Black	112	42.0
Spanish	62	23.2
Haitian	35	13.2
Arabic	1	.3

Employment Info.	Number	Percentage
Harvesting	82	30.7
City Workers	31	11.6
Construction	17	6.4
Trucking	14	5.3
Landscaping	9	3.3
Gas Company	9	3.3
School/Day Care	8	3.1
Pesticides	4	1.5
Miscellaneous	6	2.2
Unemployed	87	32.6

Educational Information:

Average Number of School Grades Completed: 8 years
Number of Participants with No Schooling or Less than 3 Years: 56 students (21%)

Testing Information:	
Number of Students Unable to Test:	147 (55%)
Number of Students Able to Test:	120 (45%)
Average TABE Test Reading Score:	5th grade
CDL Information:	
Passed CDL Examination (as of 5/92)	132 (51%)
Passed CDL Examination (as of 8/92)	153 (57%)
Of Number Who Passed CDL Examination:	
Number Unable to take TABE:	64 (42%)
Number Below 4th Grade Level on TABE:	21 (14%)
Number Above 4th Grade Level on TABE:	68 (44%)

This project permitted many people to continue as recognized professionals in their career fields. Rather than face unemployment compensation, welfare benefits, and/or relegation to unskilled labor for the rest of their lives, these individuals retained the dignity of labor and remained productive members of society. Additionally, other people who needed CDLs to enter or advance within the workforce as professional drivers were able to attain their goals.

For employers, the primary outcome was the retention of proven, skilled professional drivers. The majority of students who successfully attained their CDLs spared their employers the cost of recruiting and training inexperienced personnel. The bonus came in terms of better comprehension of safety instructions, more complete preventative maintenance reports, improved accuracy of bills of lading and shipping logs, and a heightened sense of self-worth by employees.

Employers were keenly aware of the benefits derived from this project and kept the project team apprised of them. The school districts could continue to transport students to and from schools and other activities; the citrus crop did not have to rot on the trees for lack of licensed drivers; crew leaders could get the workers to the fields; and the port did not have to close operations due to the inability to move goods in and out. In short, business continued as usual!

Feedback on heightened self-esteem was visible in the classroom and, according to employers, became increasingly evident in the workplace. On a daily basis, many employees would share progress with co-workers and management and encourage other co-workers to participate in the program. Periodic recognition ceremonies allowed participants to be proud of their accomplishments in obtaining the CDL license. Participants invited family members as well as their employers to attend these ceremonies.

4. **Report on any dissemination activities.**

Information about the "Keep On Truckin'" program was presented in a variety of formats to the following:

The Florida Literacy Conference, Jacksonville, FL March 1991

"Track to the Future" Open House, Fort Pierce, FL March 1991

ESL classes, First Baptist Church, Fort Pierce, FL March 1991

Division of Motor Vehicles offices, Fort Pierce & Port St. Lucie, FL April 1991

St. Lucie County Roads Department, April 1991

Housing Authority Tenant Organization, Fort Pierce, FL April 1991

Fort Pierce Utilities Authority, April 1991

City of Fort Pierce Natural Gas Department, April 1991

Civil Defense Safety Office, Fort Pierce, FL April 1991

Florida Department of Transportation, District IV, Fort Pierce, FL April 1991

National Workplace Literacy Grant Recipients Workshop, Washington, DC, May 1991

City of Fort Pierce Water Distribution Department, May 1991

Publication, *Workforce Education Programs in Florida*, Fall 1991, Fall 1992

Treasure Coast Harvesters' Association, May 1991, November 1991

CDL Graduation Ceremony, Fort Pierce, FL June 1991, December 1991, August 1992

Publication, *Workplace Literacy: Bottom-Line Business Strategies, Showcase 3*, Fall 1991

St. Lucie County Association of Independent Insurance Agents, June 1991

Hayes Harvesting, June 1991

City of Fort Pierce Wastewater Collection Department, June 1991

Florida Extension Service, Fort Pierce, FL, June 1991, September 1991

City of Fort Pierce Electricity Transmission and Distribution Dept., June 1991

Call-in radio talk show for the Haitian community, July 1991

Arapahoe Citrus Management, Fort Pierce, FL August 1991

Literacy Month, September 1991. Displays set up at various businesses (grocery stores, Walmart, K-Mart) in the community

Adult and Continuing Education Conference, Daytona Beach, FL September 1991 ***"Keep On Truckin'" received ACE award as an exemplary program in state of Florida.

Continuing Education Standing Committee Meeting, Orlando, FL, Sept. 1991

St. Lucie Literacy Advisory Council meeting, October 1991

Dole Citrus Company, Fort Pierce, FL November 1991

Independent Harvesters' Association ("Transplants") meeting, December 1991

Circle H Citrus, January 1992

Haislip Landscaping Company, January 1992

Port St. Lucie Public Works Department, February 1992

Broward County School Board, Barbara Michaelski, February 1992

St. Lucie Solid Waste Department, February 1992

St. Lucie County Roads Department, February 1992

Indian River County School Board (Adult and Vocational Dept.), February 1992

Florida Literacy Conference, West Palm Beach, FL March 1992

St. Lucie County Personnel Association, April 1992

Treasure Coast Literacy Coalition, April 1992

Learn to Read of St. Lucie County, April 1992

Council of Social Agencies, June 1992

Flyer distributions to many mom-and-pop businesses, churches, nurseries day care centers, etc.

Numerous local newspaper articles

In addition, the curriculum has been adopted by the following:

Brevard Community College
Attn: Anita Moore
1519 Clearlake Road UC-147
Cocoa, FL

Lee County Literacy Council
Attn: Florence Robinson
1735 Jackson Street
Fort Myers, FL

Alachua County Library District
Technical Services
401 E. University Avenue
Gainesville, FL

Jacksonville Electrical Authority
Attn: Mel Whitehead
6727 Broadway Avenue
Jacksonville, FL

Southeast Florida Adult Literacy Center
Attn: Emma Duffie
11380 NW 27th Avenue
Miami, FL

Santa Rosa County School Board
603 Canal Street
Milton, FL

Naples Adult Learning Center
Attn: Trudy Christian
550 11th Street N.
Naples, FL

Sarasota County School Board
1434 Myrtle Street
Sarasota, FL

Leon County School Board
2757 W. Pensacola Street
Tallahassee, FL

The Baker & Taylor Companies
501 S. Gladiolus Street
Momence, IL

Mill Creek Books
6801 Dixie Highway
Louisville, KY

Business Education & Conference Center
3554 Whitebear Avenue
White Bear Lake, MN

The Baker & Taylor Company
50 Kirby Avenue
Somerville, NJ

Polk Community College
999 Avenue H NE
Winter Haven, FL

5. **Report on evaluation activities.**

The project's external evaluator conducted the following evaluation activities:

*interviewed project staff members, participants, and employers

*reviewed participants' records, instructional materials, and staff reports

*visited sites and observed program activities

*provided continual involvement and evaluation through telephone conferences and site visitations.

6. **Report on any changes in key personnel.**

No changes in personnel.

TEACHER'S HANDBOOK

DESCRIPTION

In response to a federal law passed in 1986, former Governor Robert Martinez signed into effect Florida's Commercial Driver's License bill in 1990. By April 1, 1992, operators of commercial vehicles risk losing their licenses and, subsequently, their jobs if they do not pass a comprehensive written or oral examination.

A commercial vehicle is defined as a motor vehicle or motor vehicle combination used on the streets and highways that has a gross vehicle weight rating (GVWR), a declared weight or actual weight of 26,000 pounds or more; is designed to transport more than fifteen (15) persons, including the driver; is a school bus designed to transport more than ten (10) persons, including the driver; or, transporting hazardous materials required to be placarded.

The Keep On Truckin' program is designed to develop reading and language skills generic to the trucking industry through individualized and group instruction. A curriculum has been developed to meet the needs of those drivers whose reading skill fall below 9th grade level. Study modules and audio tapes provide extensive drill. These materials are used in conjunction with the commercial driver's license (CDL) handbooks issued by the Florida Division of Motor Vehicles.

This program was initially funded by the Adult Education Department at Indian River Community College. Funds were used to pay the cost of curriculum development, for printing the modules, and for a part-time instructor. Since March, 1991, this project has been supported, in part, by a National Workplace Literacy Program grant from the U.S. Department of Education. This federal program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations

PROCEDURES

1. REGISTRATION - 1. Purple form
   2. Blue data sheet (CDL)
   **Be sure information is complete before submitting them. They will be returned to you if they are not complete!

2. TESTING - Administer the reading section of the locator to determine the appropriate T.A.B.E. survey (reading) to give to the student. Be sure to record testing information on the registration and data sheets.

3. SUBMIT all registration forms to the coordinator of CDL Program as soon as possible. The coordinator will, in turn, submit them to the Adult Education Department .

4. MODULE CHECKLIST--An individual checklist must be kept up-to-date with pre-test and post-test scores and dates of completion.

5. MONTHLY REPORTS--1.class roster with monthly attendance
   2.monthly list of completers

6. FOLLOW-UP -- Students who have been absent should be contacted and encouraged to return to class.

Suggested methods:
1. telephone calls and/or
2. postcards which are available from the coordinator or from the receptionist in R-212.

***Log all follow-up information on the back of the module checklist and date. Since many students take the CDL and do not notify us of the results, follow-up is very important for our records.

*****SAMPLES OF ALL FORMS ARE LOCATED IN THE BACK OF THIS HANDBOOK.

SUGGESTED PRESENTATION OF MATERIAL

The modules were written to be completed in the following manner:

1. Student takes pre-test. If student scores 85% or better, he should review the vocabulary and then read that specific chapter. However, if student scores below 85%, then the exercises in that module should be completed, scored, and discussed with the student. As a culmination activity, have the student take the post-test.

2. With a literacy student, read the pre-test to him and have him write the answer on a piece of paper or respond orally. As the teacher, you will have to read the chapter from the handbook to your student and discuss the activities from the module with him. **Remember, students may take the state exam exam orally. It is important that your student knows the material presented to him and also how to respond, especially to true/false questions.

3. One of the best ways to use this material is with a group. Discussions of the material and the exercises from the modules help all to learn through sharing of experiences and ideas.

PROCEDURES

1. REGISTRATION - 1. Purple form
   2. Blue data sheet (CDL)
   **Be sure information is complete before submitting them. They will be returned to you if they are not complete!

2. TESTING - Administer the reading section of the locator to determine the appropriate T.A.B.E. survey (reading) to give to the student. Be sure to record testing information on the registration and data sheets.

3. SUBMIT all registration forms to the coordinator of CDL Program as soon as possible. The coordinator will, in turn, submit them to the Adult Education Department .

4. MODULE CHECKLIST--An individual checklist must be kept up-to-date with pre-test and post-test scores and dates of completion.

5. MONTHLY REPORTS--1.class roster with monthly attendance
   2.monthly list of completers

4. Since our adult education programs are open-entry, our CDL students may enter your class at any time. The modules do not have to be completed in any order. Information from one module is not contingent on the information presented in a previous module. If you are working with a class of all CDL students, the curriculum can be cyclical. For example, you may be working with all of your students on Module 8 and a new student enrolls. After testing, allow the student to begin with that same module. If you follow the order in the CDL handbook, you will eventually come back to the beginning modules.

5. The audio tapes of the vocabularies should be used for reinforcement, especially with the literacy students.

6. Above all, have fun with this curriculum! You do not need any special knowledge of the trucking industry to be able to teach this material. As an adult education instructor, you have a very special quality-- you care about your students. Because you do, you will be able to help your students to obtain their CDL licenses and thereby, give them the ability to keep their jobs.

If you have any questions, contact Dale Jenkins, CDL coordinator, on the main campus at extension #4753 or in Port St. Lucie at 879-4314.

INDIAN RIVER COMMUNITY COLLEGE
REGISTRATION INFORMATION - ADULT EDUCATION
(AHS, GED, ABE, ESL)

Date _____

YEAR _____ **Semester: Fall** _____ **Spring** _____ **Summer I** _____ **Summer II** _____

Social Security Number ☐☐☐ - ☐☐ - ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(Last) (First) (Middle Maiden)

Permanent Address (all correspondence will be mailed to this address)

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐ ☐☐☐☐☐
(street address) (city) (state) (zip code)

Telephone ☐☐☐☐☐☐☐ **Sex** ☐ 1. Male 2. Female **Residency** 8 0 8 0
Area Code (Office Use Only)

Date of Birth ☐☐ - ☐☐ - ☐☐ Place of Birth _____ ☐☐
Month Date Year State Country (Office Use Only)

Admission Date - First Term enrolled for college credit ☐☐☐
(Office Use Only)

Entrance Status
☐ 1. High School Graduate 3. GED
2. College Transfer 4. Other

Ethnic Origin (required by US Dept. of HEW)
☐ 1. White 5. Black, non-Hispanic
2. Asian or Pacific Islander 6. Hispanic
3. American Indian or Alaskan Native

Citizenship : ☐ 1. U.S. Citizen
2. Resident Alien
_____
7. Other Foreign

Are you a high school graduate? _____ Date graduated _____
High school graduated from _____
City _____ State _____
Did you receive a GED? _____ Date received _____

☐☐☐☐☐☐
(Office Use Only)

Classification 7 Non Degree Seeking
GOAL CODE 7 **MAJOR CODE** 99999

Please select the Goal Code which best describes the reason for your taking each course.
A. Achieve basic literacy. (A.B.E. or E.S.L.)
B. To earn a high school diploma or its equivalent (G.E.D. or A.H.S.)

Title of Course Number	Section	Goal Code
1.		
2.		
3.		
4.		
5.		

How did you learn about this course these courses?
_____ a. Via an advertisement
_____ b. from friends relatives
_____ c. from an employer
_____ d. other (please list _____)

1. Are you currently employed?
_____ yes _____ no
2. If yes, from the list to the right circle the number of your occupation. (1-7)

OCCUPATION	EXAMPLE
1. Agriculture	Landscaping
2. Distributive	Advertising, sales, hotel & restaurant management
3. Health	Nursing, x-ray technician, EMT
4. Home Economics	Homemaking, child care, clothing and textiles
5. Office	Business, data processing, secretarial
6. Trade and Industrial	Electronics, mechanics, construction, metal-working, drafting, A C repair
7. Public Service	Fire, science, law enforcement, social work, teacher's aide.

_____
Student's Signature

_____
Counselor's Signature

IRCC 499 (Rev. 12/91)

STUDENT DATA SHEET

COMMERCIAL DRIVER'S LICENSE

NAME _____ M ___ F ___

ADDRESS _____

CITY _____ ZIP _____

TELEPHONE NUMBER __ __ __ - __ __ __ __

DRIVER'S LICENSE NUMBER _____

WHERE DO YOU WORK? _____

WHAT TYPE OF WORK DO YOU DO? _____

WHAT TYPE OF VEHICLE(S) DO YOU DRIVE? _____

_____

HAVE YOU TAKEN THE CDL? _____

DID YOU PASS THE GENERAL KNOWLEDGE PART? _____

DID YOU PASS ANY OF THE SPECIAL ENDORSEMENTS? _____

IF SO, WHICH ONES? _____

SOCIAL SECURITY NUMBER __ __ __ - __ __ - __ __ __ __

BIRTHDATE ____/____/____ AGE _____

U.S. CITIZEN? YES _____ NO _____

RESIDENT ALIEN # _____ STATUS _____

MARITAL STATUS (CIRCLE ONE)

SINGLE MARRIED DIVORCED SEPARATED WIDOWED

ETHNIC GROUP (CIRCLE ONE)

BLACK HISPANIC WHITE OTHER

HIGH SCHOOL GRADUATE? YES _____ NO _____

LAST GRADE COMPLETED _____

TODAY'S DATE _____

SIGNATURE _____

(T.A.B.E. TESTING RECORD)

LOCATOR SCORES: READING _____ MATH _____

Testing Date MO	DY	YR	TABE FORM#	READ VOC.	READ COMP	TOT. READ

COMMENTS _____

_____

_____

TEACHER'S SIGNATURE _____

Hours Attendance

Month	TERM	199	199
May	SSI		
June			
June	SSII		
July			
August			
August	FALL		
September			
October			
November			
December			
January	SPRING		
February			
March			
April			
TOTAL			

LAST NAME _____ FIRST NAME _____

"KEEP ON TRUCKIN'"

STUDENT NAME: _____

MODULE NUMBER/NAME	PRE-TEST SCORE-DATE	POST-TEST SCORE-DATE
2.1 VEHICLE INSPECTION		
2.2 BASIC CONTROL OF YOUR VEHICLE		
2.3 SHIFTING GEARS		
2.4 SEEING		
2.5 COMMUNICATING		
2.6 CONTROLLING SPEED		
2.7 MANAGING SPACE		
2.8 DRIVING AT NIGHT		
2.9 DRIVING IN WINTER		
2.10 DRIVING IN VERY HOT WEATHER		
2.11 MOUNTAIN DRIVING		
2.12 SEEING HAZARDS		
2.13 EMERGENCIES		
2.14 SKID CONTROL AND RECOVERY		
2.15 ACCIDENT PROCEDURES		
2.16 FIRES		
2.17 STAYING ALERT AND FIT TO DRIVE		
2.18 HAZARDOUS MATERIALS RULES FOR ALL		
SPECIAL ENDORSEMENTS		
3. TRANSPORTING CARGO SAFELY		
4. TRANSPORTING PASSENGERS		
5. AIR BRAKES		
6. COMBINATION VEHICLES		
7. HAZARDOUS MATERIALS		

Indian River Community College
Ft. Pierce Florida

SERVING INDIAN RIVER, ST. LUCIE, MARTIN AND OKEECHOBEE COUNTIES

Certificate of Participation

This is to certify that

_____

has participated in the

Commercial Driver's License Program

_____ _____

TRUCK AND BUS DRIVERS

Airport Shuttle Bus

Church Bus

Church Van

City Bus

Concrete Truck

Double Trailers

Dump Truck

Hazardous Materials

Labor Bus

Large Wrecker

Refuse Truck

Rock Hauler

School Bus

School Van

Tanker Truck

Tour Bus

Tractor Trailer

Transit Bus

Utility Truck

Pulpwood Truck

Log Truck

ATTENTION

WHO **Do you, occasionally, or most of the time, operate a motor vehicle or motor vehicle combination that:**

- weighs 26,000 or more pounds
- is a school bus that transports 11 or more passengers, including the driver
- transports 16 or more passengers, including the driver
- transports hazardous materials that is required to be placarded?

WHAT **YOU MUST OBTAIN A (CDL) COMMERCIAL DRIVER'S LICENSE**

WHEN **BEFORE APRIL 1, 1992**

On April 1, 1992, chauffeur licenses will not be valid for operation of the listed commercial vehicles.

WHERE **CONTACT YOUR LOCAL DRIVER LICENSE OFFICE**

GET THE FACTS TODAY

DON'T DELAY

Only military personnel driving military vehicles; farmers; drivers of emergency vehicles; drivers of recreational vehicles; drivers of straight trucks hauling their own personal property that is not for sale; or drivers of non-commercial vehicles, are exempt from the requirements of this law.

Florida Department of Highway Safety and Motor Vehicles

Making Highways Safe through Service, Education, and Enforcement

"Keep On Truckin'" Literacy Program for Adults
as conducted by the
Indian River Community College
Fort Pierce, Florida 3498-5599

FINAL EXTERNAL EVALUATION REPORT

Submitted to:
Division of National Programs
Office of Vocational and Adult Educaiton Programs
United States Department of Education
Room 4512 Switzer Building
Washington, D.C. 20202-7242

Prepared by:
Leatricia A. Williams
806 Windward Lane
Tallahassee , Florida32311
(904) 878-3565

October 1992

"Keep on Truckin'" Literacy Program for Adults as conducted by the Indian River Community College Fort Pierce, Florida 34981-5599

EVALUATION REPORT

by
Leatricia A. Williams, M.Ed.
Program Evaluation Consultant
806 Windward Lane
Tallahassee, Florida 32311
Phone: (904) 878-3565

Introduction

This document contains a summary of the major finding which resulted from an evaluation of the literacy program conducted for adults by the Indian River Community College under the provisions of a grant funded by the United States Department of Education, National Workplace Literacy Program, Project Award Number V198A10090 for the project period covering March 1, 1991 to August 31, 1992.

The client for this evaluation was the Adult and Vocational Education Program Department, Indian River Community College, Fort Pierce, Florida. The evaluator and author of this report was Ms. Leatricia A. Williams, 806 Windward Lane, Tallahassee, Florida 32311, (904) 878-3565. Ms. Williams is a program evaluation consultant and currently serves as the bureau chief for planning, development, and evaluation in the Division of Vocational, Adult, and Community Education, Florida Department of Education.

This report was prepared to summarize findings available to the program evaluator as of **September 30, 1992**. It contains the following sections:

- Purpose of the Inquiry
- Major Questions
- Data Collection
- Program Implementation
- Major Findings
- Evaluator's Comments
- Appendices

Purpose of the Inquiry

The evaluation strategy used for the 1991-92 period was devised to be consistent with the provisions of the Education Department General Administration Regulations (EDGAR), 34 CFR 432 and in response to the original RFP, CFPA #84.198A, which allocated 20 percent of the application review points in the area of program evaluation. The College elected to address the evaluation requirements via the utilization of both formative and summative evaluation practices as described below.

- **Formative evaluation**

  Activities were implemented to enable the **College** to monitor the progress of the project in relation to each of the approved objectives. A schedule of regular calendar-driven checkpoints was utilized. This approach proved to be both time efficient and reasonable.

- **Summative evaluation**

  Activities were implemented to enable the **College** to document the overall impact of the project during the funding period.

The use of an external evaluator was approved in the original proposal as the primary means of accomplishing evaluation activities. The College elected to involve an external evaluator in order to minimize the impact of program evaluation activities on staff time while maximizing the amount of time that staff could devote to instructional activities.

This inquiry was to fulfill the evaluation requirements specified in the approved grant proposal. Overall evaluation activities were directed at the following three (3) major purposes.

- To determine the effectiveness of each project activity;

- To make judgment about the adequacy of each project's activity outcome to achieve the objective; and

- To document program accomplishments and prepare written reports with recommendations to be used by the project's administrative personnel to improve the administration of the project.

Major Questions

Development of the major questions was guided by a review of the approved proposal. The evaluator noted that the proposal contained two types of objectives including: **"Project Objectives"** and **"Student Learning Objectives."** The following major questions were devised to address both types of objectives to different degrees.

- To what extent were the "Project Objectives" accomplished?
- To what extent was an instructional program delivered that addressed the "Student Learning Objectives" defined in the original proposal?
- To what extent was the target population served?

Data Collection

Data for this inquiry was collected via the following methods:

- interviews with project staff members
- interviews with participants and employers
- review of participant records and logs
- review of reports prepared by project staff members
- review of instructional materials
- observation of program activities

The program evaluator conducted telephone conferences and visited the program site on the dates listed below. Each of the methods listed above were utilized via the site visits. When applicable, materials were disseminated to provide continual involvement and interaction between the evaluator and the project staff members.

Evaluator Site Visits
January 30-31, 1991
May 18-19, 1991
June 22-23, 1992
August 17-18, 1992
September 29-30, 1992

Telephone Conferences
May 1991
June 1991
September 1991
November 1991
December 1991

The following documents were reviewed by the evaluator.

- ***DACUM*** **(*Developing A Curriculum*)** course content used as integral element to support inservice training activity plan. Three workshops were conducted by André Hawkins, Associate Dean of Vocational Education and Dr. Ray Isenburg, Vice President of Applied Science and Technology; both are employed by the College. The major components of this course outline have been listed in **Appendix A.**

- A listing of the proposed activities to be completed that would result in the development of the ***Systematic Curriculum and Instructional Development*** (SCID) model--instructional modules. A copy of the listing and selected module information are contained in **Appendix B.**

- ***CDL--Manual for Truck and Bus Drivers*** handbook developed by the Florida Department of Highway Safety and Motor Vehicles. This document was used as the primary source for the SCID instructional modules. Technical assistance rendered to this effort was received from Pam Limberis, Supervisor

and Dennis Weilaman, assistant supervisor, both employed by the Fort Pierce Drivers' License Office. A copy of selected material from the CDL handbook is contained in **Appendix C.**

- Implementation schedule of activities for the project, as amended. A copy of the schedule is contained in **Appendix D.**

- Records supporting various special events, instructional activities, and other ancillary services provided to support the program. Some of these items and articles such as the ***Lifeline***, Adult and Community Education (ACE) Newsletter and the ***ACE Network*** Exemplary Program and Practices publication (both are state products) are contained in **Appendix E.**

- Listing of other education agencies and groups utilizing ***"Keep on Truckin"*** CDL modules are in **Appendix F.**

- Various forms and selected pages from the Teacher Handbook which were used to organize program activities. Some of these are contained in **Appendix F.**

- Program flyers, memoranda, and announcements distributed to support the program. Some of these are contained in **Appendix G.**

- Monthly program attendance rosters for each month during the period beginning May 1991 and ending June 1992 were reviewed.

- TABE test results for eighty (80) program participants, selected at random, were reviewed.

- Individual education plans for fifty-two (42) program participants were reviewed.

- A listing of eleven (11) students who were interviewed and had successfully passed the Commercial Drivers' License (CDL) examination is contained in **Appendix H.**

- A list of five (5) employers, selected at random, who participated in the enrollment of commercial vehicle operators in the workforce and were interviewed is contained in **Appendix H.**

- News clippings and other media activities documented were reviewed. Some of these articles are contained in **Appendix I.**

Program Implementation

The evaluator noted that the program supported by the subject grant was coordinated by the **Vocational and Adult Education Department, Indian River Community College located at 3209 Virginia Avenue, Fort Pierce, Florida and in partnership with the Treasure Coast Harvesting Association, Incorporated.** The program was targeted at ***commercial vehicle operators*** who are reading below a ninth (9th) grade level and at risk of losing their commercial driver's license. Instruction was provided in one-to-one, small, large group, and/or individualized formats. The facilities used to support the program and complemented program resources included the Main and Prima Vista Campus (IRCC), the St. Lucie Correctional Institution, three public schools, two local churches, a community-based agency; and the Fort Pierce Utilities Authority. In addition, in Okeechobee County at the IRCC Branch Campus program materials and ancillary services, e.g. testing and counseling were available for interested adults.

The program notified individuals through outreach activities targeted at local businesses such as Walmart, supermarkets; presentations to the community agencies and groups; telephone calls; and program flyers. Interested persons were referred to the training site nearest them. It was noted that students were initially tested with the Locator Test and subsequently the Reading Test, Forms E, M, D and A of the Test for Adult Basic Education (TABE) to determine reading level. Students were then provided with the appropriate instructional materials to complement modular workbook(s), and supplemental audio tapes and the Division of Motor Vehicles' Commercial Driver's License (CDL) Examination Handbook to support their Individualized Education Plan (IEP).

Additionally, in preparing for curriculum development/design of this project, the program specialist, director and project staff members participated in ***DACUM*** (***Developing A Curriculum***), an intense training course offered by the University of Central Florida. For the purpose of this project, the ***DACUM*** training was conducted by the project director and Associate Dean of Vocational Education, André Hawkins and Dr. Ray Isenburg, Vice President of Applied Science and Technology; both are employees of the College. This preparation provided a two-fold benefit to the project inasmuch as:

(1) two percent (2%) of the operating budget of the **College** helped to support inservice training; and

(2) the development of specific competencies and performance standards which lead to the design, development and implementation of the instructional modules by the designated project staff proved most productive, efficient, and effective. Those interviewed found the DACUM, to have been a most worthy professional experience in curriculum development techniques.

The Program Goals

1. Eighty percent (80%) of the vehicle operators will increase their competency level by seventy percent (70%).

2. Seventy-five percent (75%) of the drivers will successfully complete the Commercial Driver's License (CDL) examination and maintain employment.

3. Provide additional opportunity for participants to explore containing education and degree programs, including Adult Performance Based High School programs.

Major Findings

This section presents major findings discerned by the program evaluator for each of the major questions listed below.

- To what extent were the "Project Objectives" accomplished?
- To what extent was the instructional program delivered that addressed the "Student Learning Objectives" defined in the original proposal?
- To what extent was the target population served?

Findings Related to Project Objectives

The approved program proposal contained five (5) project objectives relative to the three (3) project goals (refer to **page 7**). Findings for each of these objectives are presented below.

Project Objective #1

Upgrade or update basic literacy skills of participants in the Workplace Literacy Project to eighty percent (80%) competency level on the instructional modules of the CDL preparation exam.

Finding(s)

- The evaluator reviewed student test data, pre/post test assessment of module competencies and of Individualized Education Plan (IEP) approximately eighty (80) program participants. A summary of the program data indicated that approximately 57 percent of the students who participated in the program passed the ***CDL Exam***, a combination of the general knowledge part and the special endorsement.

- Approximately 56 or 21 percent of the students who had literacy skills at or below the basic illiterate level (grades 0-4.9) were referred to the College's adult basic education program to continue their educational development in order to attain increased skills in reading, mathematical computations, language arts and writing. Those limited English proficient students were encouraged by the instructors to enroll in English for Speakers of Other Languages (ESOL) classes in order to help improve their communication and skill development in reading, mathematics, writing and language arts.

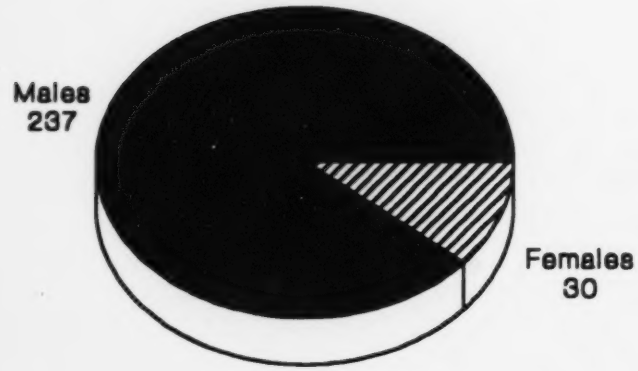
Project Objective #2

Provide an individualized curriculum based on the needs of the participants.

Finding(s)

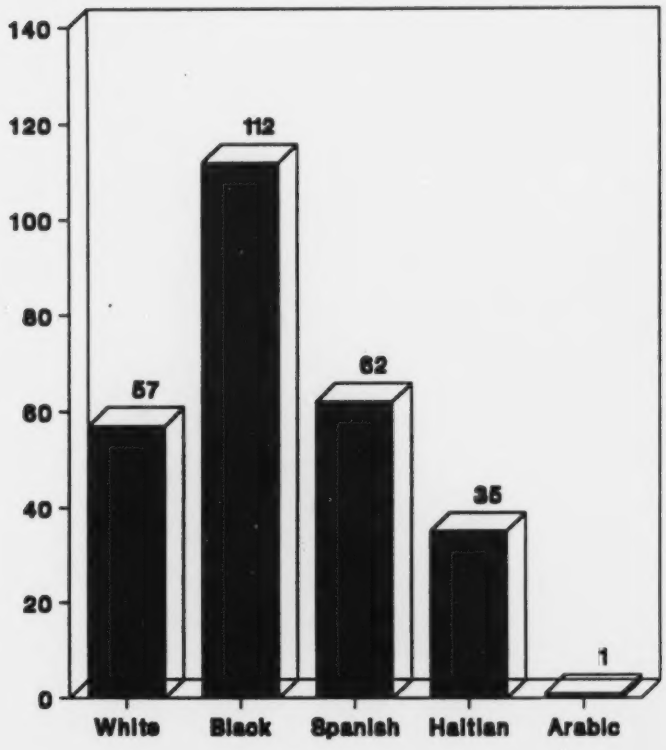
- Demographic Profile of ***"Keep on Truckin'"*** Participants

Sex and Age Data
(Average Age 40 Years)



Source: IRCC Student Data Sheet
April 1991 - August 1992

Ethnic Group Data



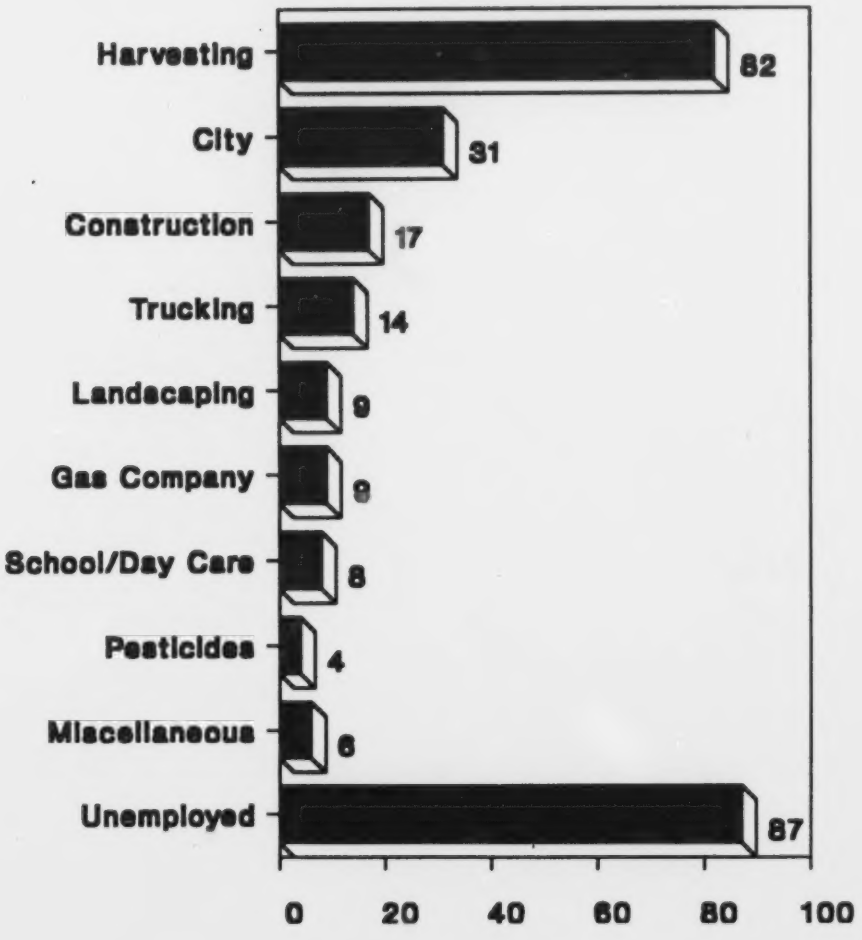
Source: IRCC Student Data Sheet
April 1991 - August 1992

Test Data Profile
Program Participants - TABE Testing

8 years	Average Number of School Grades Completed
56 or 21% Students	No Schooling or less than 4 Years
147 or 55% Students	Number of Students Unable to Test
120 or 45% Students	Number of Students Able to Test
5th Grade	Average Reading Score (TABE)

Source: IRCC Student Data Sheet
April 1991 - August 1992

Data Profile
Employment Agencies of Program Participants



Source: Student Data Sheet
April 1991 - August 1992

- The teacher on site or designee conducted an initial screening of participants to determine (a) last grade completed, (b) high school graduation, (c) TABE testing record, and (d) CDL Exam data-tested, components passed, etc. This information was used by the instructor to develop the Individualized Educational Plan (IEP). The student and teacher used the module assessment pre/post checklist to monitor progress and an instructional aide was additional support to help the student satisfactory achieve the identified competencies and complete the module.

Project Objective #3

Identify literacy weaknesses of participants through testing to determine the Individualized Educational Plan for 100 percent of students.

Finding(s)

- During the evaluator's site visit conducted on January 30-31, 1992 and subsequent visits, Student Data Sheets maintained by each program site were randomly reviewed. The data at each satellite location which documented the initial screening of participants was compiled and/or recorded by the instructor aide by the designated teacher on site or at the Adult Education Center, IRCC (See **Appendix F**. Each participant's testing record documented their TABE scores achieved on the Locator Test as well as the Reading of TABE Forms E, M, D and A, which reported scores in reading vocabulary, reading composition and the total reading score.

- A summary of the TABE testing data reported on the Student Data Sheet as of September 30, 1992 indicated:

1,800	Commercial Drivers targeted in a four (4) county area: Indian River, Okeechobee, St. Lucie and Martin
267 (14%)	**Program participants served of target population**
120 (45%)	**Program participants were TABE tested**
147	**Program participants were unable to test** *(Staff interviewed and data sheet comments indicated participants limited English proficient adults, visual problems existed, or no reading skills at all.)*
56 5th grade	**Average reading score of program participants on TABE Test**
8th grade	**Average number of school grades completed**

*The readability of the CDL Exam is reported at approximately a ninth grade level.

- It was reported by each instructor that the majority of their students were deficient in test taking skills, with greater emphasis on true/false and multiple choice questions. Most students demonstrated very low reading ability, particularly word recognition/terminology and comprehension skills. Many of the limited English proficient students were able to satisfactorily comprehend the instructional materials when orally discussed. However, they were less successful when assessed on the written material.

Project Objective #4

Develop an ongoing review process to determine if students have a general understanding as well as specific knowledge of the Commercial Driver's License examination.

Finding(s)

- The evaluator reviewed numerous documentation which indicated how the program staff apprised the communities of St. Lucie and Okeechobee Counties of the ***"Keep On Truckin'" Project--A Preparation for the CDL Examination*** by way of flyers, telephone calls, presentations to local community groups, businesses, and literacy conferences, radio and newspaper media. In addition, the project partners such as Becker Groves, Robinson Fruit Harvesting, Circle H. Citrus, Lumpkin Fruit Harvesting, Cassens Grove Service, Vernon Dixon Trucking and other commercial vehicle companies in the local communities were involved through cooperative arrangements. Lastly, students in the program interviewed reported "word of mouth" methods were used to help refer and recruit participants. A collection of these items have been included in **Appendix G** of this report.

- The program has developed modular workbooks to provide participants the opportunity to develop knowledge that will enable them to successfully passed the CDL Exam. Each module (a total of 23) developed included test item as formatted on the exam; activities to practice, which included definitions, vocabulary, true-false statements, word find and sentence completion, and a pre/post assessment to determine continuation or need to have further review/practice. This method gives the student immediate feedback on progress.

- The evaluator visited Lincoln Park School and the IRCC campus sites to interview students, staff assistant and instructor, as well as review program records, i.e., Student Data Sheet, registration form, and the Individualized Educational Plan (IEP) and check sheet. Documentation was maintained in an accountable manner and certified data reported by project specialist. Approximately forty-five randomly selected documents were reviewed (see **Appendix F**).

- The instructors provided one-to-one, small group, large group, and/or individualized formats in the learning environment. Students interviewed reported that they valued the time each instructor took to explain the information and provided supplementary learning aids such as audio and video tapes to further clarify competencies to be developed before attempting the official examination.

- The program served 267 participants, of which ninety-eight (98) or 36 percent were adults with limited English proficiency. In an effort to assist this segment of the student population, program flyers were printed in Spanish and bilingual teachers in Spanish and/or Creole helped in selecting or developing supplementary aids to the CDL modules.

Project Objective #5

Seventy-five percent (75%) of participants will pass the Commercial Driver's License examination.

Finding(s)

- A review of enrollment records (Student Data Sheet) and reports maintained by the project specialist revealed that **one hundred fifty-three (153)** or **fifty-seven percent (57%)**, as of August 1992, of **participants successfully passed the CDL examination.** These data are complemented by reports obtained by the program from the Department of Transportation, Division of Motor Vehicles Office in St. Lucie County.

Test Data
Program Participants Who Passed CDL Testing

64 or 42%	Number of Students Unable to TABE Test
21 or 14%	Number of Students Tested Below 4th Grade on TABE Test
68 or 44%	Number of Student Tested Above 4th Grade on TABE Test
153 or 57%	Total Number of Students Who Passed the CDL Test

Source: IRCC Student Data Sheet
April 1991 - August 1992

Evaluator's Comments

Overall, the program had addressed all project objectives and student learning objectives. The program seemed to operate efficiently and effectively as evidenced by the data, site visitations and assessment of information, and based on student participation and feedback. Project staff members consistently demonstrated interest and skill in addressing individual learning needs and accommodating needs associated with attendance, work, and issues important to the Indian River Community College Community. The partnership between the College and the Treasure Coast Harvesting Association, Inc. proved to lend positive assistance to the employees and managers impacted by the CDL examination and future employment. The anxiety level was reported to have reduced tremendously among these employees.

The following statements are based on outcomes of this project that were beneficial educational services, found useful and justified the expenditures of the funds awarded to meet the needs of the adult learners and partners.

- The goals of the project were designed to help increase the competency level of commercial drivers who enrolled in this project in order to enable them to (1) successfully pass the CDL examination; (2) maintain employment; and (3) explore continuing education and degree programs, including Adult Performance Based High School programs. In response, the program did not meet the projected goals as stated in percentage attainments but overall, proved successfully in its efforts to improve access to educational services which otherwise would not have been targeted to this group.

- The project based its target population on a three-county area which proved less effective and supportive as the project progressed. Perhaps if Martin and Okeechobee Counties had demonstrated the commitment to this project as initially indicated, the percentage of participation would have been considerably higher. The project managers are to be commended for their efforts--publicity, presentations, letters, personal contacts with local employers and interaction with other local education and governmental agencies. Many drivers perhaps chose to "wait and see" the penalty upon none licensed drivers as well as the action to be taken by various employers or the changing of attitudes of employers. Other issues that raised some concern related to *grandfathering requirements on skills section, testing residents of other states, and retesting*.

- Providing instructional services in a regularly scheduled class, small group or one-to-one setting with instructors who had experience teaching adults proved more effective in helping students to overcome literacy skill deficiencies and test anxiety.

- This project has provided expanded opportunities to involve local employers in efforts to establish workplace literacy programs on site and/or to encourage their workers to improve their literacy abilities.

- Through the efforts of the Florida ACE Network Clearinghouse a total of 320 adult and community educators requested training or information on this project. A total of 18 presentations were conducted with 595 participants. Most noteworthy is that through this clearinghouse approximately 12 agencies adopted this project.

The college, has committed resources to enable continuation of this project through integration of the CDL Exam preparation modules into existing curriculum learning laboratory activities and literacy classes for educationally disadvantaged adults.

The evaluator thanks the program staff and students for cooperating with the evaluative activities. Without such positive assistance, the successful completion of this effort would have been most difficult. In addition, the evaluator commends the Indian River Community College for its support of this program and the invaluable service provide to the citizenry in its service area.

Appendix A

Selected Inservice Training Materials
DACUM (Developing A Curriculum)

Appendix A

Selected Inservice Training Materials
DACUM (Developing A Curriculum)

DACUM TASKS

DUTIES

A. **Curriculum**--conducts needs assessment; utilize TABE; review materials; select appropriate materials; write and prepare materials; attend appropriate conferences; read professional journals; solicit employee ideas; review GED, CDL guidelines.

B. **Guidance and Counseling**--interview students; observe students; determine educational background; make appropriate referrals and alternative options; through TABE testing, assess students' ability and make appropriate referrals; advise on study skills; advise on employability skills; advise on other educational options.

C. **Record Keeping**--maintain student records (copy of registration form, student data sheet, TABE test scores, module checklist, attendance, list of CDL completions); state licensure regulations and other information from Division of Motor Vehicles.

D. **Instruction**--develop a curriculum; determine evaluation instruments; develop lesson plans; provide alternate plans for instruction; assemble instructional materials; set-up needed equipment; arrange area to suit instruction; conduct last minute check; assist adjunct faculty.

E. **Evaluation**--maintain program objectives; maintain student records; assess effectiveness of plan of instruction; maintain list of completers through instructor and DMV; seek informal feedback on instructor's performance.

F. **Recruitment**--identify possible students, target areas, and businesses; stimulate interest in program, develop media for recruitment; plan special activities; support student retention.

G. **Planning**--conduct a needs assessment; develop a curriculum; evaluate methods suitability; develop lesson plans; provide alternate plans for instruction; arrange areas for instruction; assemble instructional materials.

H. **Deliver of Instruction**--ensure a safe and pleasant environment; review curriculum with students; convey context of curriculum; explain theory; demonstrate a skill; motivate students; utilize a variety of teaching methods and aids; adapt to diverse learners' needs; relate curriculum to "real world" needs; maintain on-going assessment of effectiveness of instruction; provide timely, appropriate, and informal feedback to students.

I. **Communication**--demonstrate effective listing skills; pose appropriate questions; demonstrate effective telephone skills; use non-verbal communication skills; respond to questions; conduct meetings; develop handouts; fill out forms properly; write memos; write effective letters; submit proper and timely reports; prepare and deliver oral presentations; write articles for publication.

J. **Budgeting**--observe grant guidelines, develop specifications for budget; function within established budget; assist with maintaining fiscal accountability; pursue cost-effective techniques; practice comparative costs; practice cost-benefit techniques; contribute to budget process; initiate purchasing process; maintain inventory control.

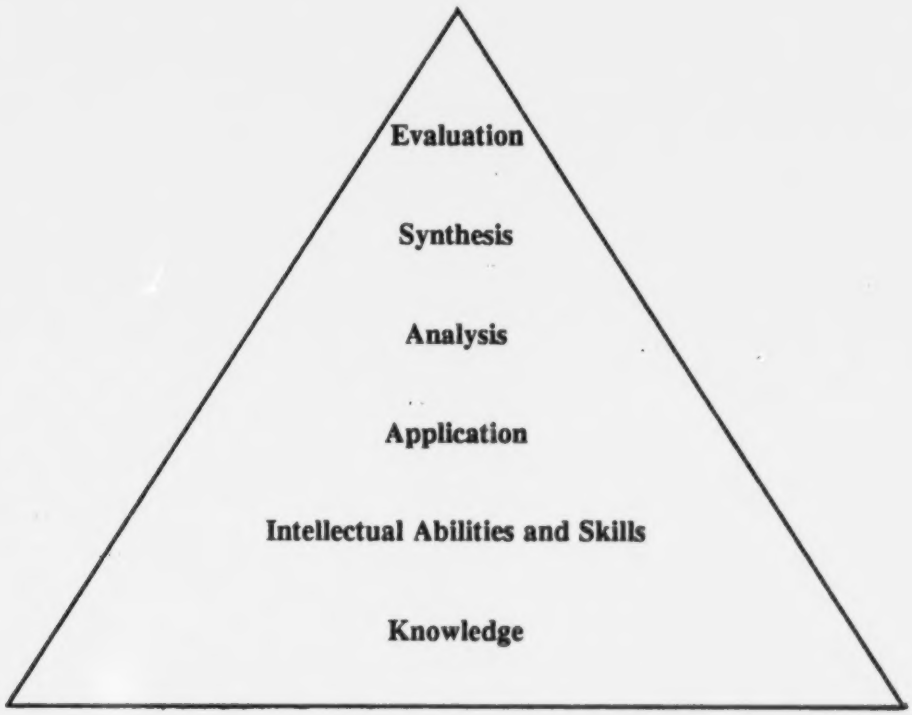
K. **Needs Assessment**--collect items from media to determine need; evaluate need; observe governmental guidelines; implement instrument (TABE) to measure reading ability; develop and implement pre and post assessments.

L. **Advisory Committee**--establish advisory committee of departmental representatives; orientate members as to function of committee; keep members informed; include members in culminating activities; seek input from members; meet on a regular basis.

M. **Public Relations**--network with other professionals within the institution; network with appropriate educational entities; network with appropriate industries; network with appropriate professional organizations; serve as professional resource for the community; develop appropriate media vehicles; promote program.

LEARNING is a complex and challenging subject to grasp. Psychologists and professional educators tend to agree that learning has truly occurred the trainee or student should be able to demonstrate, in a measurable fashion what has been learned! This is a most simplified explanation; however, as trainers we need not concern ourselves with the psychological aspects of learning. Let us focus attention on the practical nature of learning and those elements which should make us more productive.

Learning can be viewed as a hierarchy much in the same fashion as ***Maslow's Needs Pyramid***:



KNOWLEDGE

Knowledge involves the recall of specifies, methods and processes, or a pattern, structure, or setting. simply stated, the "recall" situation involves little more than bringing to mind the appropriate material. Emphasis in this particular level is on remembering.

A. Knowledge of specifies

1. Terminology
2. Specific facts

B. Knowledge of ways and means of dealing with specifics

1. Convention (ideas and phenomena)
2. Trends and sequences
3. Classifications and categories
4. Criteria
5. Methodology

C. Knowledge of the universals and obstructions in a field

1. Principles and generalizations
2. Theories and structures

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems.

A. Comprehension

1. Translation
2. Interpretation
3. Extrapolation

APPLICATION

The use of abstractions in particular and concrete situations.

ANALYSIS

The breakdown of a communication into its simpler elements or parts such that the essence of the idea is made clear and/or the relations between the ideas expressed are made explicit.

A. Elements
B. Relationships
C. Organizational principles

SYNTHESIS

Putting together of elements and parts so as to form a whole.

A. Production of a unique communication.
B. Production of a plan or proposed set of operations
C. Derivation of a set of abstract relations

EVALUATION

Judgments about the value of material and methods for given purposes.

A. Judgments in terms of internal evidence
B. Judgments in terms of external evidence

DACUM Chart for Workplace Literacy Instructors

(INITIAL CHART)

DACUM*

Chart of Duty Areas and Tasks for Vocational Instructors

DUTY AREAS		TASKS							
A	Curriculum Development	Conduct Needs Assessment and Analyze Results A-1	Observe Governmental and Accreditation Guidelines A-2	Integrate Recommendations of Advisory Committees A-3	Coordinate Inter-Departmentally A-4	Articulate with other Institutions A-5	Implement Academic and Vocational Integration A-6	Integrate new Technologies into the Curriculum A-7	Stay in Contact With On-Going Developments in Industry A-8
	A Continued	Organize Sequential Tasks A-9	Develop New Courses A-10	Submit New Courses for Approval A-11	Maintain On-Going Effectiveness of Curriculum A-12				
B	Planning for Instruction	Distinguish Hierarchy Priorities B-1	Develop a Syllabus B-2	Evaluate Methods and Materials for Suitability B-3	Consider Evaluation Instruments in Lesson Plans B-4	Develop Lesson Plans B-5	Provide Alternate Plans of Instruction B-6	Assemble Instructional Materials B-7	Set-Up Equipment B-8
	B Continued	Arrange Area to Suit Instruction B-9	Conduct Last Minute Checks B-10						
C	Delivery of Instruction	Act as Role Model C-1	Ensure Safe and Pleasant Environment C-2	Review Syllabus With Students C-3	Convey Content C-4	Explain Theory C-5	Demonstrate a Skill C-6	Motivate Students C-7	Utilize a Variety of Teaching Methods and Aids C-8

BEST COPY AVAILABLE

	C Continued	Adapt to Diverse Learners' Needs C-9	Relate Course Content to Real World Experiences C-10	Maintain On-Going Assessment of Effectiveness of Instruction C-11	Provide Timely, Appropriate and Informal Feedback to Students C-12	Actively Try Something New Each Semester C-13			
D	Student Recruitment, Retention, and Placement and Follow-up	Identify Possible Students D-1	Stimulate Interest in the Program D-2	Plan Special Activities D-3	Develop Media for Recruitment D-4	Coordinate With Educational Services D-5	Identify "At Risk" Students D-6	Maintain Contact With "At Risk" Students D-7	Provide Support for "At Risk" Students D-8
	D Continued	Support Student Retention D-9	Investigate Job Opportunities D-10	Follow-Up Placements D-11	Place Graduates/ Completers D-12				
E	Evaluation of Student Achievement	Develop Instruments to Measure Cognitive Achievement E-1	Develop Instruments to Measure Psychomotor Achievement E-2	Develop Instruments to Measure Affective Achievement E-3	Implement Cognitive Achievement Tests E-4	Implement Psychomotor Achievement Instruments E-5	Implement Affective Achievement Instruments E-6	Review Test and Performance Results E-7	
F	Communication	Demonstrate Effective Listening Skills F-1	Pose Appropriate Questions F-2	Select Appropriate Communication Medium F-3	Apply Technology Effectively to Communication F-4	Demonstrate Effective Telephone Skills F-5	Use Nonverbal Communication Skills F-6	Respond to Questions F-7	Conduct Conferences F-8
	F Continued	Develop Handouts F-9	Write Behavioral Objectives F-10	Fill Out Forms F-11	Write Memos F-12	Write Effective Letters F-13	Submit Proper Reports in a Timely Manner F-14	Prepare and Deliver Formal Oral Presentations F-15	Write Proposal for Grants F-16
	F Continued	Write Articles for Publication F-17							

BEST COPY AVAILABLE

G	Counseling and Advising Students	Assess Applicant Abilities G-1	Recommend Options Regarding Remediation G-2	Advise On Sequence of Courses to Take and Completion Options G-3	Assess Student Abilities G-4	Counsel Students Regarding Alternative Program Options G-5	Advise On Study Skills G-6	Direct Students to Support Services G-7	Advise Students About Current Job Market G-8
	G Continued	Advise Students On Employability Skills G-9							
H	Institutional Service	Participate In Committee Work H-1	Provide Resources to Co-Workers H-2	Stay Apprised of Institutional Initiatives H-3	Support College-Sponsored Functions H-4	Contribute to Institutional Planning and Review Process H-5	Recruit Adjunct Faculty H-6	Assist Adjunct Faculty H-7	
I	Financial Responsibility	Assist With Maintaining Fiscal Accountability I-1	Function Within the Established Budget I-2	Pursue Cost Effective Techniques I-3	Practice Energy Conservation I-4	Investigate Availability of Funds I-5	Practice Comparative Costs I-6	Practice Cost-Benefit Techniques I-7	Contribute to Budget Process I-8
	I Continued	Observe Grant Guidelines I-9	Develop Specifications For Equipment I-10	Initiate Purchasing Process I-11	Maintain Inventory Control I-12	Evaluate the Effectiveness of the Previous Budget I-13			
J	Professional Development	Conduct Self-Evaluation J-1	Identify Professional Standards J-2	Maintain Professional Credentials/ Licenses J-3	Maintain Teacher Certification J-4	Select Appropriate Opportunities J-5	Participate In Appropriate Opportunities J-6	Utilize Results of Annual Evaluation J-7	Update Technical Skills J-8
	J Continued	Participate In Return to Industry Opportunities J-9	Pursue Higher Learning J-10	Support Professional Organizations J-11					

BEST COPY AVAILABLE

BEST COPY AVAILABLE

K	Evaluation of Instruction	Maintain Program Accreditation K-1	Maintain Student Records K-2	Review Student Evaluation K-3	Engage Support of Department Chairman K-4	Apply Results of Evaluation to Lesson Plans K-5	Provide Input For Revision of Student Evaluation Forms K-6	Examine Grade Distribution K-7	Seek Informal Feedback On Instructor Performance K-8
	K Continued	Assess Effectiveness of Plan of Instruction K-9	Review of Successful Completion - State Licensure K-10						
L	Vocational Student Organizations	Promote V S O 's L-1	Recruit Students L-2	Function As Faculty Sponsor L-3	Integrate V S O 's Into the Vocational Education Curriculum L-4	Develop Team Work L-5	Encourage Leadership L-6	Promote Involvement In Competitive Events L-7	Participate In State, Local and National Activities L-8
	L Continued	Promote Civic Consciousness L-9							
M	Professional/ Public Relations	Demonstrate Political Astuteness M-1	Network With Other Professionals Within the Institution M-2	Network With Appropriate Educational Entities M-3	Network With Appropriate Professional Organizations M-4	Network With Appropriate Industries M-5	Serve As Professional Resource For the Community M-6	Perform Community Involvement M-7	Develop Media Vehicles M-8
	M Continued	Promote Program M-9							
N	Advisory Committee	Propose Members of Advisory Committees For Consideration N-1	Organize Committe N-2	Orient Members N-3	Develop Agenda For Advisory Committee N-4	Inform Members N-5	Seek Input From Advisory Committee Members N-6	Evaluate Input N-7	Function As Secretary to Committee N-8

How to Write Objectives

Parts of an Objective	How to Write the Part	Characteristics
1. **Performance** States exactly what the learner must know or must do in order to master the objective.	**Specify what the learner does** Use action verbs that are measurable, observable, demonstrable, and easily understood.	A. **Must-know objective** Covers information necessary for successful job performance, such as names, labels, facts, and so on. Covers the skills of thinking, creating, and analyzing. B. **Must-do objective** Covers physical or manipulative activity, requiring movement of some muscles of the body. Is directly observable.
2. **Conditions** States any and all limits or circumstances under which the student must perform the behavior stated in the objective.	**Specify what the learner is given** List the job aids, equipment, technical references, special tools, environmental conditions, special instructions, signals, symbols, problem situations, contingencies.	A. **Specifies resources the learner is given:** for example, a recipe, a set of drawings, a formula. B. **Specifies environmental conditions:** for example, with background noise, in a shop setting, outdoors in rainy weather, without supervision.
3. **Criterion** States the minimum standard that the student must meet in order to master the objective.	**Specify the minimum standard--how well the task should be done** Provide a complete description of the procedure or product desired and criteria for its acceptability.	**Specified minimum standard the student must reach** May be stated by focusing on various dimensions or aspects of the performance being assessed, such as the following: 1. Time to complete the performance 2. Percentage correct 3. Number and/or order of steps completed 4. Acceptable margin of error 5. Quality of final product

Examples of Objectives

Field	Conditions	Performance	Criterion
Welding	Using an oxyacetylene torch, filler rod, and two 1-inch sections of 4-inch diameter, low-carbon steel pipe.	weld a pipe joint in a vertical or horizontal fixed position.	The finished weld must be reasonably smooth and even, and it will not be concave or contain excessive buildup.
Carpentry	Given a blueprint, the appropriate tools, nails, wire, and a 3-inch diameter vent pipe.	install a thimble to accommodate a 2½-inch diameter pipe in an unpoured, formed wall section.	Upon completion, the center point of the vent pipe should be the correct distance from reference points indicated on the blueprint; determination will be made by instructor's measurement.
Distributive Education	Given a list of supplies and equipment to be ordered and the appropriate catalogs.	prepare the necessary requisitions.	Items requisitioned must correspond to requests; and requisitions must be accurate as to supplier, quantity, sales price, item description, and terms.
Plumbing	Provided with the rough-in plumbing and with access to tools, equipment, and supplies.	install a wall-mounted lavatory.	The lavatory must be installed in a level and sturdy position; chrome fittings and faucets must not be scarred; fitting joints must not leak, and water must drain freely.
Secretarial	Given a group of 25 unpaid invoices and statement forms.	prepare a monthly statement for each customer.	with 100 percent accuracy.
Bank Teller	Given a teller's windows with a cash buggy and a vault.	demonstrate the procedures for closing the window at the end of the day.	All items on the instructor's checklist should be performed acceptably.
Dental Assistant	Given a dental lathe, dental engine oil, and the manufacturer's instructions.	clean the lathe.	When cleaning is completed, the lathe must be ready for use with all parts clean and replaced.
Gardener	Given a compost bin, tools, and organic materials.	prepare a compost.	Alternate layers of organic materials should exist, with the surface of the top layer flat or slightly concave.
Radio Repair	Given a radio with a defective dial light and necessary tools.	replace the dial light.	Replacement of the dial light must restore illumination to the radio dial.
Cosmetologist	Given a patron who desires to have hair lightened and the necessary equipment and supplies.	lighten patron's hair to desired shade.	The procedure will leave hair in good condition and result in even color removal.
Data Processing	Given a set of source documents and keypunch specifications.	punch according to the specifications. Follow the performance guide that is provided.	Punch at least 58 strokes per minute with 96 percent accuracy. Cards must be checked for accuracy and all errors corrected.

Examples of Objectives

Field	Conditions	Performance	Criterion
Food Management	Given a variety of prepared foods, proper instructions, and appropriate garnishes.	add finishing touches to a minimum of four dishes: a salad, fruit, vegetable, and meat dish.	The finishing touches must enhance the color, flavor, texture, and overall appearance of the dish as judged by the instructor.

Word Guide for Preparing Objectives

The following list has been complied as a guide to use in writing performance objectives. However, you may use any other appropriate verbs, including those required in specialized fields.

ACTION VERBS

ACCOUNT
ACCOUNT FOR
ADD
ADVANCE
ALLOCATE
ALLOT
ALTER
ANALYZE
ANNOTATE
ANSWER
APPLY
ARRANGE
ASSEMBLE
ASSIGN
ASSOCIATE
AUTHENTICATE

BALANCE
BRACKET

CALCULATE
CATALOG
CERTIFY
CHANGE
CHARGE
CHOOSE
CITE
CLARIFY
CLASSIFY
CLEAN
COMMIT
COMPARE
COMPILE
COMPLETE
COMPLY
COMPOSE
COMPUTE
CONDUCT
CONFIRM
CONFORM TO
CONTRACT
CONVERT
CORRECT

DECIDE
DECIPHER
DECLARE
DECODE
DEDUCE
DEFINE
DELETE
DELINEATE
DELIVER
DEMONSTRATE
DENOTE
DERIVE
DESCRIBE
DESIGNATE
DETAIL
DETECT
DETERMINE
DEVELOP
DEVISE
DIAGNOSE
DIAGRAM
DIFFERENTIATE
DIRECT
DISCERN
DISCRIMINATE
DISENGAGE
DISTINGUISH
DIVIDE
DOCUMENT
DRAFT
DRAW

EDIT
ELIMINATE
EMPLOY
ENCODE
ENGAGE
ESTABLISH
ESTIMATE
EVALUATE
EXECUTE
EXHIBIT
EXPLAIN
EXPOSE
EXPRESS
EXTRACT

FILE
FILL - OUT (IN)
FIND
FORECAST

GAUGE
GIVE

IDENTIFY
ILLUSTRATE
IMPOSE
IMPROVE
INDEX
INDICATE
INSERT
INTERPRET
ISOLATE
ITEMIZE

LIST
LOCATE

MAKE AN ESTIMATE
MAKE CERTAIN OF
MAKE USE OF
MANIPULATE
MARK
MATCH
MEASURE
MENTION MAIN POINTS OF
MODIFY
MULTIPLY

NAME
NOTE
NUMBER

OPERATE
ORDER
ORGANIZE
OUTLINE

PARAPHRASE
PERFORM
PICK
PILOT
PLACE
POINT OUT
POSITION
POST
PREDICT
PREPARE
PRESCRIBE
PRESENT
PROCURE
PROGRAM
PROJECT
PROVE
PUT

QUALIFY

RATE
RECOMMEND
RECORD
RECOUNT
REGULATE
RECOUNT
REGULATE
REJECT
RELATE
REMIND
RENDER
REORGANIZE
REPEAT
REPLACE
REPLY
REPORT
RESOLVE
RESPOND
RESTORE
REVERSE

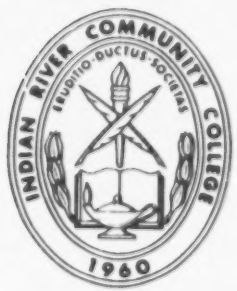
SCHEDULE
SELECT
SEPARATE
SET
SET FORTH
SHOW
SKETCH
SOLVE
SORT
SPECIFY
SPOT
STANDARDIZE
STATE
SUBTRACT
SUMMARIZE
SUM UP
SUPPLY

TABULATE
TAKE ACTION
TAKE (STEPS)
TALLY
TELL
TEST
TIE
TOTAL
TRACK
TRANSCRIBE
TRANSLATE
TRANSFER

USE
UTILIZE

WRITE

DACUM Chart for Workplace Literacy Instructors



Completed September 1992

DACUM*

Chart of Duty Areas and Tasks for Workplace Literacy Instructors

Duty Areas	TASKS								
A Curriculum Development	Conducts Needs Assessment and Analysis Results A-1	Utilize Test of Adult Basic Education (TABE) A-2	Review Materials A-3	Select Appropriate Materials A-4	Write and Prepare Materials A-5	Attend Appropriate Conferences A-6	Read Professional Journals A-7	Solicit Staff Ideas A-8	Review GED, CDL Guidelines A-9
B Guidance and Counseling	Interview Students B-1	Observe Students B-2	Determine Educational Background B-3	Make Appropriate Referrals and Alternative Options B-4	T.A.B.E. Test to Assess Ability/ Make Appropriate Referrals B-5	Advise on Study Skills B-6	Advise on Employability Skills B-7	Advise on Other Educational Options B-8	
C Record Keeping	Maintain Registration Form C-1	Student Data Sheet C-2	TABE Test Scores C-3	Module Checklist C-4	Maintain Attendance C-5	Maintain List of CDL Completions C-6	Maintain Dept. of Motor Vehicles Licensure Regulations C-7		
D Instruction	Develop A Curriculum D-1	Determine Evaluation Instruments D-2	Develop Lesson Plans D-3	Provide Alternate Plans for Instructions D-4	Assemble Instructional Materials D-5	Set Up Needed Equipment D-6	Arrange Area To Suit Instruction D-7	Conduct Last Minute Check D-8	Assist Adjunct Faculty D-9
E Evaluation	Maintain Program Objectives E-1	Maintain Student Records E-2	Assess Effectiveness and Plan of Instruction E-3	Maintain List of Completers via Faculty and Division of Motor Vehicles E-4	Seek Informal Feedback on Instructor's Performance E-5				
F Recruitment	Identify Target Students, Areas, and Businesses F-1	Stimulate Interest in Program F-2	Develop Media for Recruitment F-3	Plan Special Activities F-4	Support Student Retention F-5				

DACUM*

Chart of Duty Areas and Tasks for Workplace Literacy Instructors

Duty Areas	TASKS								
G Planning	Conduct Needs Assessment G-1	Develop A Curriculum G-2	Evaluate Methods and Materials Suitability G-3	Develop Lesson Plans G-4	Provide Alternate Plans For Instruction G-5	Arrange Areas For Instruction G-6	Assemble Instructional Materials G-7		
H Delivery of Instruction	Ensures Safe and Pleasant Environment H-1	Review Curriculum With Students H-2	Convey Context of Curriculum H-3	Explain Theory H-4	Demonstrate A Skill H-5	Motivate Students H-6	Utilize A Variety of Teaching Methods and Aids H-7	Adopt To Diverse Learners Needs H-8	Relate Curriculum to "Real World" Needs H-9
H Continued	Maintain On-Going Assessment of Effectiveness of Instruction H-10	Provide Timely Appropriate and Informal Feedback to Students H-11							
J Budgeting	Observe Grant Guidelines J-1	Develop Specifications For Budget J-2	Function Within Established Budget J-3	Assist With Maintaining Fiscal Accountability J-4	Pursue Cost-Effective Techniques J-5	Contribute to Budget Process J-6	Imitate Purchasing Process J-7	Maintain Inventory Control J-8	Monthly Review of Financials With Business Office J-9
J Continued	Practice Cost-Benefit Techniques J-10	Practice Comparative Costs J-11							
K Needs Assessment	Collect Items From Media to Determine Need	Evaluate Need	Observe Governmental Guidelines	Implement TABE To Test Reading Ability	Develop and Implement Pre and Post Assessments				

DACUM*

Chart of Duty Areas and Tasks for Workplace Literacy Instructors

Duty Areas	TASKS								
L Advisory Committee	Establish Advisory Committee of Departmental Representatives L-1	Orientate Members To The Function Of Committee L-2	Keep Members Informed L-3	Include Members in Culminating Activities L-4	Seek Input From Members L-5	Meet On A Monthly Basis L-6			
M Public Relations	Network With Other Professionals Within The Institution M-1	Network With Appropriate Educational Entities M-2	Network With Appropriate Industries M-3	Network With Appropriate Professional Organizations M-4	Serve As A Professional Resource For Community M-5	Develop Appropriate Media Vehicles M-6	Promote Program M-7		

*DACUM (Developing A Curriculum) is a procesof validating Duty Areas and Tasks for an occupation. This chart was developed at Indian River Community College in Ft. Pierce, Florida during staff developing and training sessions with workplace literacy instructors.

Members of the DACUM Committee

Adelle Andress
Sherry Balcer
Irene Katra
Bernadette Keaney
Rebecca Marr
Verna Mason
Elizabeth Mayer
Nelleke Van Deusen

DACUM Process Observers

André Hawkins
Dale Jenkins
Dorothy Vandegrift
Robert Moses
MaryAnne Hynes
Janet Small

DACUM Facilitator

Raymond Isenburg, Ed.D.
Vice President - Applied Science
and Technology
Indian River Community College

Appendix B

Selected Materials used to develop the Systematic Curriculum and Instructional Development (SCID) Model

"Keep on Truckin'"
A Preparation for the Commercial Driver's License Exam

A Preparation for the Commercial Driver's License Examination–Special Endorsement Modules

Commercial Driver's License Program Shifting Gears Modules 2.3

Commercial Drivers' License Program (Spanish Version)

"Keep On Truckin'"
Systematic Curriculum and Instructional Development Module

Developmental format/activities for Preparation Examinations

Step 1 ⇒	Pre-Test and Post-Test
Step 2 ⇒	Vocabulary List Syllabication — Contextual Sentence Definition — Audio Tapes
Step 3 ⇒	Matching
Step 4 ⇒	Fill-in-the-blank
Step 5 ⇒	Sentence Completion
Step 6 ⇒	Scrambled Words
Step 7 ⇒	True/False Questions
Step 8 ⇒	Word Find

CDL--Manual for Truck and Bus Drivers developed by the Florida Department of Highway Safety and Motor Vehicles was the handbook used to develop the supplementary instructional modules.

INDIAN RIVER COMMUNITY COLLEGE

Keep on truckin'

Commercial Drivers' License Program

Hazardous Materials
Endorsement Module 7

INDIAN RIVER COMMUNITY COLLEGE

Hazardous Materials

Pre-Test

True or False

_____ 1. When transporting hazardous materials, there is always a possible risk to health and safety.

_____ 2. Placards are warning signs that are triangle-shaped.

_____ 3. Placards must be placed on all four sides of a vehicle.

_____ 4. Drivers of hazardous materials must have a certificate of training every two years.

_____ 5. Rocket fuel and pest control liquids are two types of hazardous materials.

_____ 6. If a shipper is a private carrier transporting his own product, he does not have to certify on the shipping papers that he has prepared the shipment according to the rules.

_____ 7. If you are transporting an inhalation hazard, the "POISON" placard must be used in addition to any other placards.

_____ 8. When transporting Class A or B explosives, you must use a floor lining made of steel or iron.

_____ 9. You may not park a vehicle carrying hazardous materials within 300 feet of an open fire.

_____ 10. Do not touch or inhale any leaking material.

Multiple Choice

_____ 11. Containment rules tell drivers how to _____.
a. load bulk tanks
b. unload bulk tanks
c. transport hazardous materials
d. all of the above

_____ 12. In choosing the proper placard for your vehicle, you must know _____.
a. the material's hazard class
b. the amount of all hazardous materials of all classes on your vehicle
c. the amount being shipped
d. all of the above

_____ 13. There are two lists that shippers, carriers, and drivers use to determine whether a material is regulated or not. Which of the following is one of them? _____
a. The Hazard Chart of the DOT
b. The Dangerous Materials Chart of the EPA
c. List of Hazardous Substances and Reportable Quantities
d. Placard Table #1

_____ 14. Who is responsible for packaging, labeling and preparing the shipping papers? _____
a. the driver
b. the carrier
c. the shipper
d. the dispatcher

_____ 15. A placarded vehicle is required to have a B:C fire extinguisher with a UL rating of _____.
a. 5
b. 10
c. 15
d. 20

_____ 16. You may not smoke around any vehicle that is being loaded or unloaded with _____
a. explosives
b. flammable materials
c. oxidizing agents
d. all of the above

_____ 17. The largest allowable total transport index of all packages in a single vehicle is _____.
a. 5
b. 25
c. 50
d. 100

_____ 18. Food products for people or animals may not be loaded with _____.
a. flammable materials
b. oxidizing agents
c. Class A or B explosives
d. poisons

_____ 19. Do not smoke within _____ feet of a placarded vehicle.
a. 25
b. 50
c. 75
d. 100

_____ 20. You must stop and check your vehicle's tires _____.
a. only when you stop to eat
b. every 2 hours or 100 miles
c. at every weigh station
d. none of the above

_____ 21. When fueling a placarded vehicle, someone must always be _____.
a. at the pump's emergency shut-off control
b. watching from no more than 25 feet away
c. within 10 feet of the pump with a fire extinguisher ready
d. at the nozzle controlling the flow of fuel

_____ 22. Do not load _____ above any other product or stack more than two high.
a. nitric acid
b. poisons
c. Radioactive II
d. storage batteries

_____ 23. If you see something leaking from your vehicle, _____
a. drive to the nearest phone!
b. park and secure your vehicle.
c. both a and b
d. follow the instruction provided by your employer.

_____ 24. A driver transporting chlorine must have in his vehicle _____.
a. an emergency kit for controlling leaks in the dome cover plate fittings
b. an approved gas mask
c. both a and b
d. something other than a or b

_____ 25. Stop before crossing a railroad if your vehicle _____.

a. carries chlorine
b. has cargo tanks used for transporting hazardous materials
c. is placarded
d. both b and c but not a
e. all of the above

Definitions

1. abbreviation - (ab bre vi a' tion) - shortened form of a word or phrase standing for the whole.

   *RQ is an abbreviation for reportable quantity.

2. bystanders - (by' stand ers) - people who stand near or look on but do not take part.

   *If your vehicle breaks down or is in an accident while carrying explosives, keep bystanders away.

3. carboy - (car' boy) - a very large glass bottle, usually enclosed in a wooden box or crate to keep it from being broken.

   *A carboy can hold from 5 to 15 gallons of liquid.

4. cargo tanks - bulk containers that are permanently attached to a vehicle.

   *Cargo tanks remain on the vehicle when you load and unload them.

5. carrier - (car' ri er) - a thing or person that takes something from one place to another.

   *Railroads, buses, ships, and trucks are carriers.

6. CHEMTREC - The Chemical Transportation Emergency Center - A Washington, D.C. agency created to provide emergency personnel with technical information about the physical properties of hazardous products.

   *CHEMTREC has a 24 hour toll free line.

7. consignee - (con sign ee') a person or company to whom goods are delivered.

   *You may let someone else watch your vehicle if it is on the consignee's property.

8. contaminate - (con tam' i nate) - to make impure by contact; to pollute.

   *If hazardous material spills from your vehicle, the carrier pays for the cleanup of the contaminated areas.

9. discharge valves - valves on tanks of compressed gases

   *Keep liquid discharge valves on a compressed gas tank closed except when loading and unloading.

10. dispatcher - (dis patch' er) - a person who sends the company's carriers to their distinations.

    *Ask your dispatcher about route limits or permits.

11. downwind - (down wind) - in the direction in which the wind blows.

    *In case of hazardous materials leaks, keep downwind away from truckstops, rest areas, and businesses.

12. FMCSR - Federal Motor Carriers Shipping Regulations

    *A carrier must give a driver transporting Class A or Class B explosives a copy of FMCSR part 397.

13. forbidden - (for bid' den) - not allowed; against the law or rules.

    *A driver should never transport a material that is forbidden.

14. fusee - (fu see') - a flare used as a signal.

    *A driver should never use a flare or fusee around tanks used for flammable liquids or gases whether loaded or unloaded.

15. gas mask - a helmet or mask that covers the mouth and nose and has a chemical air filter to protect against poisonous gases.

    *A driver transporting chlorine in cargo tanks must have an approved gas mask in his vehicle.

16. hazard class - a category of hazardous material that has many risks associated with it.

    *There are twenty-two different hazard classes.

17. inhale - (in hale') - to draw into the lungs; to breathe in.

    *If the words INHALATION HAZARD are on the shipping paper, the rules require POISON placards.

18. irritant - (ir' ri tant) - a thing that causes unnatural sensitivity or soreness.

    *A driver should never load a package labeled POISON, POISON GAS, or IRRITANT in the sleeper or with food material.

19. National Response Center (NRC) - an organization that helps coordinate emergency response to chemical hazards.

    *The National Response Center is a resource to the local police and fire fighters.

20. nitric acid - a clear,colorless liquid that eats into flesh, clothing, metal, and other substances.

    *Nitric acid is used in the production of fertilizers and explosives.

21. portable tanks - bulk containers which are not permanently attached to a vehicle.

    *Portable tanks are loaded and unloaded with the product while off the vehicle and are then put on a vehicle for transportation.

22. radioactive - (ra di o ac' tive) - giving off energy in the form of rays that can be extremely harmful.

    *Some radioactive material packages have a number on them called the transport index.

23. repack - (re pack) - to pack again.

    *Never try to repack leaking containers.

24. reportable quantity - (re por' ta ble quan' ti ty) - abbreviated RQ -- the specific amount of spill of hazardous material that must be reported.

    *The shipper identifies reportable quantities (RQs) on the shipping papers.

25. safe haven - (safe ha' ven) - a government approved place for parking unattended vehicles loaded with explosives.

*You can leave your vehicle unattended in a safe haven.

26. Segregation and Separation Chart - regulations naming materials that must be kept apart.

*The Segregation and Separation Chart will designate the products that should be loaded separately.

27. shipper - (ship' per) - the person or company that sends products from one place to another by truck, railroad, ship, or airplane.

*The shipper supplies placards.

28. shipping paper - (ship' ping pa' per) - a bill of lading or manifest that describes what is being transported.

*Each item description on the shipping paper shows the material's hazard class.

29. smoldering - (smol' der ing) - burning and smoking without flame.

*Do not open smoldering packages of flammable solids.

30. terminal - (ter' mi nal) - a station at the end of a transportation line or at a major connection of that line.

*The explosives are to be picked up from your employer's terminal.

31. toxic - (tox' ic) - poisonous; harmful, destructive, or deadly.

*Many toxic gases destroy one's sense of smell.

32. transfer - (trans' fer) - to shift from one place to another.

*A driver should never transfer flammable liquid from one vehicle to another on a public roadway except in an emergency.

33. transport index - a number on a shipping label of radioactive material which tells the degree of control needed during transportation.

*The total transport index of all packages in a single vehicle must not exceed 50.

****

Other definitions can be found in the glossary located behind Section 7 of the handbook.

Select the better word to complete each sentence.

1. There are twenty-two different (hazard classes/materials).
2. The (portable tank/shipper) supplies the placards.
3. A railroad car is a (carrier/carboy) of goods.
4. RQ is the abbreviation for (required quality/reportable quantity).
5. You may let someone else watch your vehicle for you only if it is on the (consignee's/contaminates) property.
6. Aug. is an (abbreviation/allocation) for the month of August.
7. There are (transfer/toxic) gases that can kill you even if they don't smell.
8. Be sure that any (bystanders/CHEMTREC) are kept well away from any hazardous materials spills.
9. Tell your dispatcher as soon as possible if a leak or broken package involves (terminal/radioactive) materials.
10. If you have a breakdown while transporting hazardous materials, you should never use (fusees/reflective triangles).
11. (Cargo/Portable) tanks are not removed from the vehicle.
12. The bus (terminal/downwind) was packed with people going to California.
13. Many chemicals are (smoldering/irritants) to the skin and can cause great discomfort.
14. Please close the discharge valves/transport index) on the tanks of compressed gas.
15. The bystanders were standing (carboy/downwind) of the flames.

Matching

1.	forbidden _____	a.	valves on compressed gas tanks
2.	carrier _____	b.	to breathe in
3.	radioactive _____	c.	a transporter
4.	terminal _____	d.	a device that covers the mouth and nose to protect from fumes.
5.	gas mask _____		
6.	irritant _____	e.	not allowed
7.	RQ _____	f.	burning without flame
8.	discharge valves _____	g.	destination
9.	smoldering _____	h.	reportable quantity
10.	inhale _____	i.	energy given off by rays that can be harmful if not regulated carefully
11.	carboy _____		
		j.	cargo glass bottle encased in a box or crate
		k.	a thing that causes unnatural soreness or harm

Fill in the blank with a word from below.

discharge valves	fusee	carboy
hazard classes	abbreviation	irritant
repack	safe haven	carrier
shipping papers	portable tanks	contaminate
toxic	downwind	terminal

1. The _____ takes the shipment from the shipper to its destination.
2. The _____ _____ should be kept in a pouch on the driver's door.
3. The compressed gas escaped because the _____ _____ were open.
4. _____ _____ can be removed from a vehicle since they are not permanently attached.
5. A _____ is similar to a flare and should not be used around hazardous materials.
6. NRC is an _____ for the National Recovery Center.
7. Smoke can be an _____ to the eyes.
8. Never try to _____ spilled hazardous materials.
9. Hazardous materials will _____ the air and water if spilled.
10. A _____ _____ is a government approved parking area for vehicles transporting explosives.
11. The convoy pulled into the _____ at midnight.
12. Explosive A and Poison B are two of the twenty-two different _____ _____.
13. This _____ contains ammonia.
14. Ammonia fumes can be _____ if inhaled.
15. If there is hazardous material leakage, keep _____ and away from roadside rests, truckstops, or any places of business.

Scrambled Words--Rearrange the letters to form key words.

1. cratavideoi _____
2. groac kant _____ _____
3. hilean _____
4. coxit _____
5. irrrace _____
6. beltropare taqtuiny _____ _____
7. ginslodrem _____
8. ditchprase _____
9. frenstar _____
10. matnoctaine _____
11. efeus _____
12. naobibtraeiv _____
13. ginspiph rappes _____ _____
14. lanimert _____
15. garschide levvas _____ _____

Select the better word to complete each sentence.

1. The (carboy/consignee) holding distilled water was packed in a wooden crate.
2. The exhausts from many vehicles (CHEMTREC/contaminate) the air.
3. Put the (discharge valves/gas mask) on before you enter the fumes.
4. We must (repack/irritant) the suitcases before we leave on our trip.
5. Do not leave a (shipper/smoldering) campfire!
6. A (safe haven/transport index) is a government approved parking area.
7. You can notify the (fusee/dispatcher) with the CB if you have a route change.
8. (Nitric acid/NRC) is an extremely dangerous chemical.
9. Smoking is (fusee/forbidden) on the airplane.
10. It is difficult to (inhale/downwind) deeply when you have a bad cold.
11. (Portable/CHEMTREC) tanks are not permanently attached to a vehicle.
12. Please (transfer/contaminate) the boxes carefully from the van to the garage.
13. The (transport index/irritant) of radioactive cargo in this truck is 35.
14. Always keep (abbreviations/shipping papers) in a safe place!

Matching

1. CHEMTREC _____
2. toxic _____
3. bystander _____
4. transport index _____
5. portable tanks _____
6. shipper _____
7. FMCSR _____
8. contaminate _____
9. safe haven _____
10. repack _____
11. dispatcher _____

a. to pack again

b. the company that sends products from one place to another

c. poisonous

d. a parking area for explosives approved by the government

e. Federal Motor Carriers Shipping Regulations

f. a spectator

g. the person who sends the trucks to their destinations

h. an agency that gives emergency personnel information about hazardous materials

i. pollute

j. bulk containers that are not permanently attached to vehicle

k. a number telling degree of control for radio-active material transport

Fill in the blank with a word from below.

dispatcher	gas mask	cargo tanks
inhale	bystanders	nitric acid
smoldering	shipper	transfer
transport index	radioactive	reportable quantity
consignee	forbidden	CHEMTREC

1. You may let someone else watch your vehicle for you only if it is on the property of the shipper, carrier, or _____.

2. The _____ certifies on the shipping paper that he has prepared the shipment according to the rules.

3. _____ fires can be as dangerous as blazing ones.

4. The _____ will tell you about route limits or permits.

5. If you are transporting chlorine, you must have an approved _____ _____ in the cab with you.

6. _____ is an agency that provides emergency personnel with technical information about hazardous materials.

7. Keep _____ away from any leaks or spills by warning them of the dangers.

8. Do not touch or _____ any flammable liquid.

9. You must never transport a product that has the word, _____, written or typed in the hazard class column.

10. The amount of outage required for liquids in _____ _____ depends on how much the liquid will expand with temperature change.

11. The _____ _____ means that spills of a specified amount or more must be reported to the authorities.

12. Some packages of _____ materials have a number called the "transport index."

13. His company is going to _____ him from the office in Fort Pierce to the one in Naples.

14. _____ _____ is a very dangerous liquid that can eat metal, clothing, and flesh!

15. The _____ _____ of radioactive materials must never exceed 50 per load.

Scrambled Words--Rearrange the letters to form key words.

1. naritirt _____
2. critin ciad _____ _____
3. nogsciene _____
4. drazah slcsa _____ _____
5. fase evhan _____ _____
6. broapelt knat _____ _____
7. boracy _____
8. phrisep _____
9. dwodinnw _____
10. draybents _____
11. sportrant exdin _____ _____
12. brofedidn _____
13. sag skam _____ _____
14. krapec _____

Matching

1. hazard class _____
2. consignee _____
3. NRC _____
4. downwind _____
5. transfer _____
6. abbreviation _____
7. shipping paper _____
8. Segregation and Separation Chart _____
9. nitric acid _____
10. fusee _____
11. cargo tanks_____

a. a flare
b. a shortened form of a word
c. to move from one place to another
d. permanently attached bulk containers
e. National Response Center for emergency chemical hazards
f. a specific category of hazardous material
g. a clear, colorless chemical that eats other substances
h. in the direction in which the wind blows
i. receiver of goods
j. a manifest or bill of lading
k. a list that states which materials may not be kept together

Word Find--Circle the words in the puzzle from the lists below.

R E I R R A C I D O N I T R I C F M C S R P
E E S U F O R B I D D E N A N L L A O E E L
S N P D I S P A T C H E R D H O A N N V F A
P G P O R E O G R A C K S I A U M T T L S C
O I A W R E R D I L O S M O L D E R A A N A
N S P N I T T A N K S I O A E E O A M V A R
S N E W T G A S M A S K N C R R I N I E R D
E O R I A A B B R E V I A T I O N S N G T I
R C S N N I L O L S M O K I N G A P A R E A
I O H D T C E N T E R L E V A R T O T A X M
S H I P P E R D I U Q I L E C E I R E H P O
K E P A H A Z A R D O U S M H P O T S C L N
S E P A R A T I O N R E A D A A N S P S O D
I O I S A F E H A V E N T N R C A A O I S S
P R N S E G R E G A T I O N T K L F L D I H
R E G N A D O T I N D E X D R I V E I O V A
B Y S T A N D E R L A N I M R E T T C I E P
E S S A L C H E M T R E C A R B O Y E M S E

CHEMTREC
radioactive
terminal
downwind
smoking
explosives
nitric
forbidden
national
tanks
smolder
separation
cloud
repack
travel
shipper

NCR
toxic
carboy
transport
flame
diamond shape
acid
red
response
cargo
bystander
segregation
contaminate
carrier
fusee
dispatcher

safety
police
RQ
index
danger
placard
center
racks
inhale
portable
safe haven
gas mask
shipping
DOT
drive
read

hazardous
risks
consignee
liquid
class
solid
FMCSR
stop
irritant
abbreviation
EPA
chart
papers
transfer
reportable quantity
discharge valves

Hazardous Materials

Post-Test

True or False

_____ 1. When transporting hazardous materials, there is always a possible risk to health and safety.

_____ 2. Placards are warning signs that are triangle-shaped.

_____ 3. Placards must be placed on all four sides of a vehicle.

_____ 4. Drivers of ha materials must have a certificate of training every two years.

_____ 5. Rocket fuel and pest control liquids are two types of hazardous materials.

_____ 6. If a shipper is a private carrier transporting his own product, he does not have to certify on the shipping papers that he has prepared the shipment according to the rules.

_____ 7. If you are transporting an inhalation hazard, the "POISON" placard must be used in addition to any other placards.

_____ 8. When transporting Class A or B explosives, you must use a floor lining made of steel or iron.

_____ 9. You may not park a vehicle carrying hazardous materials within 300 feet of an open fire.

_____ 10. Do not touch or inhale any leaking material.

Multiple Choice

_____ 11. Containment rules tell drivers how to _____.
- a. load bulk tanks
- b. unload bulk tanks
- c. transport hazardous materials
- d. all of the above

_____ 12. In choosing the proper placard for your vehicle, you must know _____.
a. the material's hazard class
b. the amount of all hazardous materials of <u>all</u> classes on your vehicle
c. the amount being shipped
d. all of the above

_____ 13. There are two lists that shippers, carriers, and drivers use to determine whether a material is regulated or not. Which of the following is one of them? _____
a. The Hazard Chart of the DOT
b. The Dangerous Materials Chart of the EPA
c. List of Hazardous Substances and Reportable Quantities
d. Placard Table #1

_____ 14. Who is responsible for packaging, labeling and preparing the shipping papers? _____
a. the driver
b. the carrier
c. the shipper
d. the dispatcher

_____ 15. A placarded vehicle is required to have a B:C fire extinguisher with a UL rating of _____.
a. 5
b. 10
c. 15
d. 20

_____ 16. You may not smoke around any vehicle that is being loaded or unloaded with _____
a. explosives
b. flammable materials
c. oxidizing agents
d. all of the above

_____ 17. The largest allowable <u>total</u> transport index of all packages in a single vehicle is _____.
a. 5
b. 25
c. 50
d. 100

_____ 18. Food products for people or animals may not be loaded with _____.
a. flammable materials
b. oxidizing agents
c. Class A or B explosives
d. poisons

_____ 19. Do not smoke within _____ feet of a placarded vehicle.
a. 25
b. 50
c. 75
d. 100

_____ 20. You must stop and check your vehicle's tires _____.
a. only when you stop to eat
b. every 2 hours or 100 miles
c. at every weigh station
d. none of the above

_____ 21. When fueling a placarded vehicle, someone must always be _____.
a. at the pump's emergency shut-off control
b. watching from no more than 25 feet away
c. within 10 feet of the pump with a fire extinguisher ready
d. at the nozzle controlling the flow of fuel

_____ 22. Do not load _____ above any other product or stack more than two high.
a. nitric acid
b. poisons
c. Radioactive II
d. storage batteries

_____ 23. If you see something leaking from your vehicle, _____
a. drive to the nearest phone!
b. park and secure your vehicle.
c. both a and b
d. follow the instruction provided by your employer.

_____ 24. A driver transporting chlorine must have in his vehicle _____.
a. an emergency kit for controlling leaks in the dome cover plate fittings
b. an approved gas mask
c. both a and b
d. something other than a or b

_____ 25. Stop before crossing a railroad if your vehicle _____.

a. carries chlorine
b. has cargo tanks used for transporting hazardous materials
c. is placarded
d. both b and c but not a
e. all of the above

Hazardous Materials

Review Questions

(7.1) 1. Shippers package in order to _____ the material.

(7.1) 2. Drivers placard their vehicles to _____ the risk.

(7.3) 3. What three things do you need to know to decide which placards (if any) need?

(7.3) 4. A hazardous material's ID number must appear on the _____ and on the _____. The number must also appear on cargo tanks.

(7.3) 5. Where must you keep shipping papers describing hazardous materials?

(7.3) 6. What is shipper's certification?
Where does it appear?
Who signs it?

(7.3) 7. When may non-hazardous material be described by hazard class words or ID number?

(7.3) 8. Name five hazard classes that require placarding in <u>any</u> amount.

(7.3) 9. A shipment described on the Hazardous Waste Manifest may only be delivered to another _____ carrier or treatment facility, which then signs the _____, giving you a copy which you must keep.

(7.3) 10. You are transporting a load of 20 lbs. poison A and 1000 lbs. flammable gas. What placards do you need, if any?

(7.3) 11. Where <u>must</u> you keep shipping papers describing hazardous materials?

(7.4) 12. Name three hazard classes around which you must <u>never</u> smoke.

(7.4) 13. Name three hazard classes that should not be loaded into a trailer with a heater/air conditioner unit.

(7.4) 14. Should the floor liner required for Explosives A be stainless steel?

(7.4) 15. You ar transporting 100 lbs. of dry Trichloroisocyanuric acid and at the shipper's dock you are given shipping papers for 100 cartons of battery acid. What safety measures do you take?

(7.4) 16. What hazard class uses a transport index?

(7.4) 17. What is the maximum transport index that can be loaded in a single vehicle?

(7.5) 18. What are cargo tanks?

(7.5) 19. What are portable tanks?

(7.5) 20. How do cargo and portable tanks differ?

(7.5) 21. Your engine runs a pump used during delivery of compressed gas. Do you turn off the engine before or after unhooking hoses after delivery?

(7.6) 22. If your placarded trailer has dual tires, how often should you check them?

(7.6) 23. What is a safe haven?

(7.6) 24. How close to the travelled part of a roadway can you park with Explosives B?

(7.6) 25. How close can you park to a bridge, tunnel, or building with a load of Explosives B?

(7.6) 26. What type of fire extinguisher must placarded vehicles carry?

(7.6) 27. Do you need to stop before railroad crossings if you are transporting 100 lbs. of "flammable solid--dangerous when wet" material?

(7.7) 28. What should you do if you discover hazardous material is slowly leaking from your vehicle and there is no phone around?

(7.7) 29. What is the Emergency Response Guidebook?

(7.7) 30. Who is the Emergency Response Guidebook for?

(7.7) 31. What is the purpose of the NRC?

(7.7) 32. Why was CHEMTREC established?

TABLE OF CONTENTS

Page

Preface iii

Acknowledgements iv

Vehicle Inspection
Module 2.1 1

Basic Control of Your Vehicle
Module 2.2 21

Shifting Gears
Module 2.3 29

Seeing
Module 2.4 39

Communicating
Module 2.5 46

Controlling Speed
Module 2.6 56

Managing Space
Module 2.7 64

Driving at Night
Module 2.8 76

Driving in Winter
Module 2.9 86

Driving in Very Hot Weather
Module 2.10 100

Mountain Driving
Module 2.11 111

Hazards
Module 2.12 122

Emergencies
Module 2.13 134

Skid Control and Recovery
Module 2.14 144

Accident Procedures
Module 2.15 151

Fires
Module 2.16 157

Staying Alert and Fit to Drive
Module 2.17 168

Hazardous Materials Rules for All Drivers
Module 2.18 183

Answer Key
Modules 2.1 - 2.18 196

Index of Vocabulary Words 241

IRCC
INDIAN RIVER COMMUNITY COLLEGE

Keep on truckin'

Commercial Drivers' License Program

Shifting Gears

Module 2.3

INDIAN RIVER COMMUNITY COLLEGE

Shifting Gears/Pretest

True or False

_____ 1. You will have less control of your vehicle if you can't get it into the right gear.

_____ 2. Double clutching is required in most heavy vehicles with automatic transmissions.

_____ 3. When double clutching, let engine and gears slow down.

_____ 4. If you can't get the vehicle into the right gear, force it into gear.

_____ 5. Engine speed is the same as miles per hour.

_____ 6. Downshifting, like upshifting, requires knowing when to shift.

_____ 7. There are two ways of knowing when to shift: (1) engine speed and (2) road speed.

_____ 8. Before starting down a hill, slow down and shift down.

_____ 9. Before entering a curve, slow down and shift down.

_____ 10. Brakes can overheat and lose their power.

_____ 11. Retarders reduce the need for using brakes.

_____ 12. All retarders can be turned off by the driver.

_____ 13. When turned "on", retarders apply braking power to all wheels.

_____ 14. Retarders keep you from skidding when the road is slippery.

_____ 15. RPM and MPH mean the same thing.

Multiple Choice

16. You should downshift when _____.
    a. starting down a hill
    b. entering a curve
    c. both a and b
    d. none of the above

17. Retarders keep you from skidding when _____.
    a. the road is wet
    b. the road is icy
    c. the road is snow-covered
    d. all of the above

18. Double clutching _____.
    a. is required when shifting up
    b. identifies a vehicle with two clutches
    c. is required with automatic transmissions
    d. requires little skill or practice

19. When a driver steps on the accelerator, _____.
    a. speed decreases
    b. downshifting occurs
    c. speed increases
    d. the clutch engages

20. Before starting down a hill, _____.
    a. put on your brakes
    b. shift up
    c. shift down
    d. all of the above

Shifting Gears

Definitions

1. accelerator - (ac cel' er a tor) n. - a thing that causes an increase in speed of anything.

   *The accelerator is stuck!

2. auxiliary - (aux il' ia ry) adj. - helping, assisting, additional.

   *A spare tire is an auxiliary tire.

3. caution - (cau' tion) n. - being very careful; taking care to be safe; never taking chances.

   *A safe driver always uses caution.

4. clutch - (clutch) n. - a lever or pedal on a machine for connecting or disconnecting two working parts.

   *A clutch is needed while shifting gears.

5. control - (con trol') n. - to hold to a limit.

   *He cannot control his child.

6. double clutching - (dou ble clutch ing) n. - a method used to change gears by pushing clutch in two times.

   *Double clutching is a difficult maneuver to learn.

7. downshifting - (down shift ing) n. - changing from one set of gears to a lower one.

   He is downshifting as he goes into the curve.

8. gear - (gea'r) n. - a wheel having teeth that fit into the teeth of another wheel of the same kind.

   *The gears must work together.

9. incline (in cline') n. - a sloping or slanting surface.

   *The steepest incline is 45 degrees.

10. motion - (mo' tion) n. - change of position or place; movement.

    *The motion of the boat made me sick to my stomach.

11. m.p.h. - miles per hour - Also written mph.

    *The speed limit on this highway is 65 m.p.h.

12. neutral (neu' tral) n. - a position of gears when they do not transmit motion from the engine to the wheels or other working parts.

    *Put the car in neutral while I check the tailights.

13. release - (re lease') v. - to let go; to let loose.

    *You must release the parking brake before you can move.

14. require - (re quire') v. - to have need for; to want.

    *The recipe requires one cup of brown sugar.

15. retarders - (re tard' ers) n. - devices that slow down a vehicle.

    *Retarders are similar to brakes because they slow a vehicle down.

16. r.p.m. - revolutions per minute - Also written as rpm.

    *That gauge measures r.p.m.

17. shift - (shift) v. - to change the position of the gears of a vehicle.

    *I will teach you how to shift the gears on your new bicycle.

18. slope - (slope) n. - a surface that gradually goes up or down from a level.

    *There is a sloping walkway next to the porch.

19. traction - (trac' tion) n. - friction; resistance to motion of surfaces that touch.

    *Wet roads can cause your tires to lose traction.

20. transmission - (trans mis' sion) n. - the part of an automobile that transmits power from the engine to the rear axle.

    *The sports car has a 5-speed transmission.

Select the better word to complete each sentence and underline it.

1. A (steering wheel, clutch) helps the driver to shift.
2. The jogger ran smoothly down the (slope, retarders).
3. The (incline, transmission) fluid needs to be checked first.
4. The (caution, wet) light is amber.
5. I cannot (mph, shift) into third gear.
6. I do not (require, traction) your help at this time.
7. Please (gears, release) the bird from its cage.
8. You must learn to (control, auxiliary) your temper.
9. The (gears, caution) should be oiled.
10. The (require, motion) of the boat was not felt.

Vocabulary - Matching

1. accelerator _____
2. clutch _____
3. gear _____
4. RPM _____
5. neutral _____
6. mph _____
7. downshift _____
8. auxiliary _____
9. retarders _____
10. transmission _____

a. the pedal that allows a driver to change gears
b. extra or helping
c. road speed
d. a system of gears
e. a toothed wheel that meshes with another toothed wheel
f. to go to a lower gear
g. devices that slow down a vehicle
h. the gas pedal of a vehicle
i. a position where gears are disengaged
j. engine speed

Word Scramble - Rearrange the letters into key words.

1. rage _____
2. liuxiryaa _____
3. streadrer _____
4. leatrun _____
5. hulcct _____
6. showtgindfin _____
7. stramsnosiin _____
8. reaclacrote _____

True or False

_____ 1. If you can't get your vehicle into the right gear while driving, you will have less control.

_____ 2. Two ways of knowing when to shift are engine speed and road speed.

_____ 3. RPM means road speed.

_____ 4. A speedometer may be found under the hood of a vehicle.

_____ 5. Engine sounds may help you to know when to shift gears.

_____ 6. Another name for accelerator is clutch.

_____ 7. When you step on the accelerator, you are going faster.

_____ 8. The clutch helps the driver to shift gears.

_____ 9. You should downshift before going up a hill.

_____ 10. Retarders help to reduce brake wear.

_____ 11. Some types of retarders are exhaust, engine, hydraulic, and electric.

_____ 12. First gear and neutral are the same.

_____ 13. When your drive wheels have poor traction, the retarder may cause them to skid.

_____ 14. You should never turn the retarder off when the road is wet, icy, or snow covered.

_____ 15. You should downshift before entering a curve.

_____ 16. When shifting down, increase engine and gear speed to RPM required.

_____ 17. When shifting up, let engine and gears slow down to RPM required.

_____ 18. Double clutching is used when shifting up.

_____ 19. The grade of a hill is the degree of slant or inclination.

_____ 20. The steeper the grade, the more difficult to control a vehicle.

Vocabulary - Matching

1. slope _____
2. incline _____
3. double clutching _____
4. require _____
5. traction _____
6. caution _____
7. shift _____
8. control _____
9. release _____
10. motion _____

a. a method used to change gears
b. need
c. to incline up or down
d. the ability of a tire to grip the road
e. carefulness
f. slant or slope
g. to let go
h. movement
i. change gears
j. to hold or to limit

Word Scramble - Rearrange the letters into key words.

1. fiths _____
2. qeireur _____
3. teulran _____
4. ceilnin _____
5. elops _____
6. tuncoai _____
7. nocrolt _____
8. eeeaslr _____
9. croattin _____
10. boudel ginhucctl _____

Word Find - Find and circle in the puzzle the words from the list below.

A C C E L E R A T O R I C Y I N E P S T
X O D O W N S H I F T I N G C L T L O E
L A O I L G L A N A E R E T A R D E R S
E G U M R I O U C A R E U P S P E E D L
R E B O E N P L L C L U T C H M P H I O
O A L T Q E E N I R D P R M I E H W F W
A R E Q U I R E N G S M A T F R E T A H
D R A S E M Y T E F A S L E T I R E S E

downshifting	double	retarders	road	haul
require	gear	RPM	icy	
neutral	slope	MPH	wheel	
incline	clutch	speed	tires	
shift	oil	slow	safety	
accelerator	axle	engine	care	

Shifting Gears/Post-Test

True or False

_____ 1. You will have less control of your vehicle if you can't get it into the right gear.

_____ 2. Double clutching is required in most heavy vehicles with automatic transmissions.

_____ 3. When double clutching, let engine and gears slow down.

_____ 4. If you can't get the vehicle into the right gear, force it into gear.

_____ 5. Engine speed is the same as miles per hour.

_____ 6. Downshifting, like upshifting, requires knowing when to shift.

_____ 7. There are two ways of knowing when to shift: (1) engine speed and (2) road speed.

_____ 8. Before starting down a hill, slow down and shift down.

_____ 9. Before entering a curve, slow down and shift down.

_____ 10. Brakes can overheat and lose their power.

_____ 11. Retarders reduce the need for using brakes.

_____ 12. All retarders can be turned off by the driver.

_____ 13. When turned "on", retarders apply braking power to all wheels.

_____ 14. Retarders keep you from skidding when the road is slippery.

_____ 15. RPM and MPH mean the same thing.

Multiple Choice

16. You should downshift when _____.
    a. starting down a hill
    b. entering a curve
    c. both a and b
    d. none of the above

17. Retarders keep you from skidding when _____.
    a. the road is wet
    b. the road is icy
    c. the road is snow-covered
    d. all of the above

18. Double clutching _____.
    a. is required when shifting up
    b. identifies a vehicle with two clutches
    c. is required with automatic transmissions
    d. requires little skill or practice

19. When a driver steps on the accelerator, _____.
    a. speed decreases
    b. downshifting occurs
    c. speed increases
    d. the clutch engages

20. Before starting down a hill, _____.
    a. put on your brakes
    b. shift up
    c. shift down
    d. all of the above

IRCC
INDIAN RIVER COMMUNITY COLLEGE

Keep on truckin'

Commercial Drivers' License Program

Spanish Version

INDIAN RIVER COMMUNITY COLLEGE

SELECTED PAGES TO INDICATE CONTENT

UNIT 2.1

INSPECCION DEL VEHICULO-PRE EXAMEN

Falso o Verdadero

_____ 1. Un conductor debe tener una C.D.L. (Licenica Comercial de Manejo) para manejar cualquier vehículo.

_____ 2. El peso completo signififca el peso total de la carga.

_____ 3. La razón mas importante para checar o inspeccionar un vehiculo es por seguridad.

_____ 4. Las Leyes Federales y del Estado requieren que el conductor revise el vehículo.

_____ 5. Todos los neumáticos en un vehículo comercial deben tener una rodada de 2/32 (lo ancho de la rueda).

_____ 6. El volante, barra acopladora y barra de la suspensión son partes del sistema del volante.

_____ 7. La suspensión mantiene los cigueñales en su lugar.

_____ 8. El senor Bob Johnson va a manejar su casa rodante a California en Julio. El necesita una licencia comercial.

_____ 9. Un extinguidor de incedio es parte del equipo de emergencia.

_____ 10. El humo del motor (que es monoxido de carbono) puede meterse a la cabina si el sistema de control (el volante) no esta trabajando.

_____ 11. El Sr. George Taylor maneja un camión de bomberos para el Departamento de Bomberos en Fort Pierce. El necesita tener una licencia comercial.

_____ 12. Los neumáticos recapados o recubiertos estan prohibidos cuando se colocan en la parte delantera del vehículo.

_____ 13. El pedal del acelerador y el pedal del clutch son parte del sistema de aceleración del vehiculo.

_____ 14. Si usted encuentra algun defecto o problema cuando inspecciona su vehículo antes de un viaje, lo repara.

23. El sistem de escape del humo del motor incluye:_____
    a. Rótulas y barra de suspension
    b. Mofles
    c. Abrazaderas de seguridad y cigueñal
    d. Nada de lo antes mencionado

24.
    a. El sistema de escape
    b. La suspensión
    c. En el sistema de control de vehículo (volante)
    d. Nada de lo antes mencionado

25. Algunos de los 7 puntos de inspección incluye:_____
    a. Checar el motor y visualmente el vehículo
    b. Una inspección de la cabina y del equipo de emergencia
    c. Revisar el vehículo caminando alrededor de el y checar las luces de señales
    d. Todo lo antes mencionado

_____ 15. Un Licencia Comercial sera expedida en todos los estados donde un conductor de camiones maneje.

Selection Multiple

16. C.D.L. significa:_____
    a. Licencia de Manejo de California
    b. Licencia de Manejo de Chofer
    c. Licencia de Manejo Comercial
    d. Todas las respuestas antes mencionadas

17. Una C.D.L. sera requerida en:_____
    a. Florida únicamente
    b. Califonia únicamente
    c. Todos los estados
    d. En ninguno de los estados antes mencionados

18. El equipo de emergencia debe incluir:_____
    a. Fusibles de repuesto
    b. Triángulos reflectivos
    c. Extinguidor de incendios
    d. Todo lo antes mencionado

19. La profundidad del dibujo de las llantas delanteras debe ser cuando menos de:_____
    a. 2/32 Pulgadas
    b. 4/32 Pulgadas
    c. 1 Pulgadas
    d. Ninguno de lo anterior

20. Las luces de espacio libre o precaucion son:_____
    a. Rojas
    b. Verdes
    c. Amarillas
    d. Nada de lo antes mencionado

21. Una suspensión defectuosa incluye:_____
    a. Cigueñales defectuosos
    b. Fuga del líquido de los amortiguadores
    c. Falta de tuercas y abrazaderas de seguridad
    d. Todo lo antes mencionado

22. Un "Punto Ciego" significa:_____
    a. Usted necesita lentes
    b. No esta usando los espejos retrovisores adecuados
    c. Nada de lo antes mencionado

Vocabulario buscar la respuesta correcta para cada parabra.

1. Vehículo _____
2. Conector _____
3. Carga _____
4. Válvula _____
5. Sigueñal _____
6. Dibujo _____
7. Inseguro _____
8. Asegurador _____
9. Radial _____
10. Emergencia _____

a. Peligroso
b. Dibujo o marca exterior de la llanta
c. Un evento o situación seria
d. Cualquier artefacto o parte para transportar pasajeros, articulos o equipo.
e. Una parte que une o conecta
f. Un tipo de neumático
g. La barra de spoporte en el que giran las ruedas.
h. Tubo
i. La carga que trasnporta un vehículo
j. Bien amarrado o asegurado

Vocabulario buscar la respuesta correcta para cada palabra.

1. Inter-Estado _____
2. Mofle _____
3. Sistema del escape _____
4. Fusibles _____
5. Pre-Viaje _____
6. Riezgo _____
7. Humo o Vapores _____
8. Balance _____
9. Extinguidor de incendios _____
10. Reflectivo _____

a. Un peligro
b. Igual, Uniforme, Parejo
c. Entre dos o mas estados
d. Mofles, Colillas y Tubos
e. Gas, Humo, o Vapor
f. Un artefacto pequeño que sirve para apagar incendios
g. Parte del sistema del escape que evita el ruido
h. Refleja luz
i. Antes de inciar el viaje
j. Artefacto que protege el sistema electrico

Acomodar las palabras que estan en la parte de abajo en las columnas correspondientes.

Equipo de Emergencia	Sistema de Control del Vehículo	Sistema de Escape	Sistema de la Suspensión
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.		4.
			5.
			6.
			7.

Barra de la Dirección	Tubos de Escape	Volante	Armazón
Rótulas	Barra de la Suspensión	Amortiguador	Pequeña barra de rotación
Extinguidor de Incendios	Sigueñal	Barra acopladora	Radio C.B.
Mofle	Triángulos Reflectivos	Colillas	Resorte Principal
Resorte Principal	Resorte de placas de acero	Fusibles de Repuesto	Caja de Velocidades

Appendix C

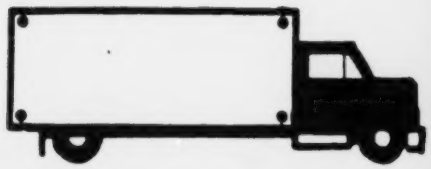
Selected Materials

Commercial Driver License—Manual for Truck and Bus Drivers developed by Florida Department of Highway Safety and Motor Vehicles

PLEASE RETURN
APPTS. 468-3958

Commercial Driver License

MANUAL FOR TRUCK AND BUS DRIVERS



Florida Department of
Highway Safety and Motor Vehicles

HSMV 71906 (New 11/89)

Note: This manual covers important points for drivers of commercial motor vehicles. It does not list all of them. Courts use the full and exact wording of the law as it appears in the **FLORIDA STATUTES.**

Laws and fees may be changed at any time by the Legislature. Since the Commercial Driver License Manual for Truck & Bus Drivers is printed in volume, copies already purchased will not include laws passed after the manual revision date. Driving is a privilege, not a right. Protect yourself and others by knowing the laws and driving with care.

This manual condenses and paraphrases the actual language of Florida Laws and also provides safety advice not in the law. In a court, which is guided by the full and exact language of the law, the manual is not a proper legal authority to cite.

This public document was promulgated at an annual cost of $32,510 or $0.325 per copy, to inform commercial motor vehicle operators of existing laws and regulations.

TABLE OF CONTENTS

Section 1: Introduction — Page

1.1 Commercial Driver's License Tests 1-1
1.2 Other Safety Act Rules 1-5

Section 2: Driving Safely

2.1 Vehicle Inspection 2-1
2.2 Basic Control of Your Vehicle 2-12
2.3 Shifting Gears 2-14
2.4 Seeing 2-16
2.5 Communicating 2-17
2.6 Controlling Speed 2-20
2.7 Managing Space 2-23
2.8 Driving at Night 2-27
2.9 Driving in Winter 2-29
2.10 Driving in Very Hot Weather 2-31
2.11 Mountain Driving 2-33
2.12 Seeing Hazards 2-34
2.13 Emergencies 2-38
2.14 Skid Control and Recovery 2-41
2.15 Accident Procedures 2-43
2.16 Fires 2-44
2.17 Staying Alert and Fit to Drive 2-45
2.18 Hazardous Materials Rules for All Commercial Drivers 2-48

Section 3: Transporting Cargo Safely

3.1 Inspecting Cargo 3-1
3.2 Weight & Balance 3-1
3.3 Securing Cargo 3-4
3.4 Tank Vehicles 3-4
3.5 Other Cargo Needing Special Attention 3-6

Section 4: Transporting Passengers

4.1 Pre-Trip Inspection 4-1
4.2 Loading and Trip Start 4-2
4.3 On the Road 4-4
4.4 After-Trip Vehicle Inspection 4-5
4.5 Prohibited Practices 4-5
4.6 Use of Brake-Door Interlocks 4-5

Section 5: Air Brakes

5.1 The Parts of an Air Brake System 5-1
5.2 Dual Air Brake Systems 5-6
5.3 Inspecting Air Brake Systems 5-6
5.4 Using Air Brakes 5-8

Page

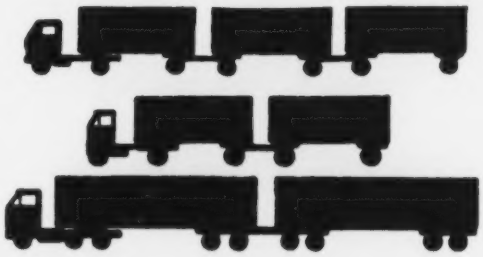
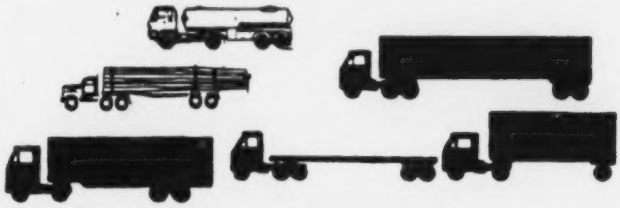
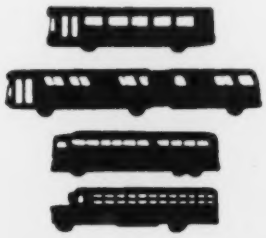
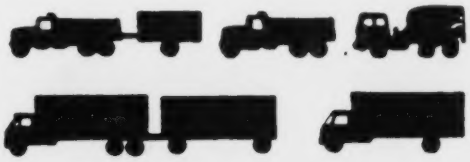
Section 6: Combination Vehicles
6.1 Driving Combination Vehicles Safely 6-1
6.2 Combination Vehicle Air Brakes 6-5
6.3 Coupling and Uncoupling 6-8
6.4 Inspecting a Combination Vehicle 6-15

Section 7: Hazardous Materials
7.1 The Intent of the Regulation 7-1
7.2 Hazardous Materials Transportation -- Who Does What? 7-2
7.3 Communication Rules 7-3
7.4 Loading & Unloading 7-11
7.5 Bulk Tank Marking, Loading & Unloading 7-14
7.6 Hazardous Materials: Driving & Parking Rules 7-15
7.7 Hazardous Materials -- Emergencies 7-17

Appendix A 7-21

Appendix B 7-21

How To Use This Manual

If you want to get a license to drive this type of vehicle or a similar tank vehicle*	Study these sections of the driver's manual
	Section 1: Introduction Section 2: Driving Safely Section 3: Cargo* Section 5: Air Brakes Section 6: Combination Vehicles Section 7: Haz Mat (If needed)
	Section 1: Introduction Section 2: Driving Safely Section 3: Cargo* Section 5: Air Brakes Section 6: Combination Vehicles (except double/triple trailer info) Section 7: Haz Mat (If needed)
	Section 1: Introduction Section 2: Driving Safely Section 3: Cargo Section 4: Passengers Section 5: Air Brakes (If needed)
	Section 1: Introduction Section 2: Driving Safely Section 3: Cargo* Section 5: Air Brakes (If needed) Section 7: Haz Mat (If needed)
(CDL required only if these vehicles are used to haul hazardous materials) 	Section 1: Introduction Section 2: Driving Safely Section 3: Cargo* Section 7: Haz Mat

*If you want a tank vehicle endorsement, study especially Section 3.4

Figure 1-1. How To Use This Manual

NOTE: The boxes of this chart do not represent driver license classes.

Section 1: Introduction

This Section Contains

- *Introduction*
- *CDL Tests*
- *Other Safety Act Rules*

In 1986, Congress passed the Commercial Motor Vehicle Safety Act of 1986. This law requires each State to meet the same minimum standards for commercial driver licensing. The standards require commercial motor vehicle drivers to get a Commercial Driver's License (CDL). Florida law requires that you must have a CDL no later than April 1, 1992 in order to operate any of the Commercial Motor Vehicles (CMV's) listed in Figure 1-2.

The current Florida operator and chauffeur licenses will be phased out and replaced by classified licenses. Classes A, B and C will be issued to drivers of CMV's. Classes D and E will be issued to noncommercial drivers.

To get a CDL, you must pass knowledge and skill tests. This manual will help you pass the tests. To find out which parts of this manual you should study, see Figure 1-1 on the preceding page.

1.1 CDL Tests

You will have to take one or more knowledge tests, depending on the class of license and endorsement(s) you need. The CDL knowledge tests include:

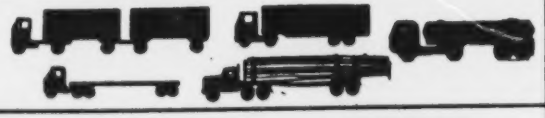
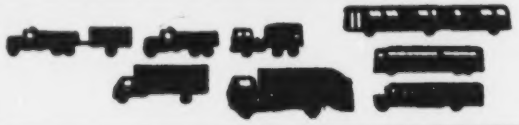
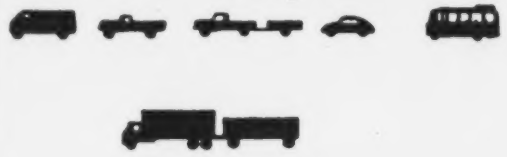
- the General Knowledge Test, taken by all applicants.
- the Combination Vehicles Test, which is required if you drive combination vehicles.
- the Doubles/Triples Test, required if you pull doubles or triple trailers. Triple trailers may not be pulled in Florida. This endorsement allows you to pull triples only in the states where it is legal.
- Tanker Test, required if you haul liquids in bulk.
- the Hazardous Materials Test, required if you haul placarded hazardous materials.
- the Passenger Transport Test, taken by all bus driver applicants.
- the Air Brake Test, which you must take if you drive vehicles with air brakes.

You must score 80 percent or better on each test to pass. There is no limit on the number of times an applicant may take the written tests.

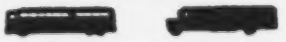
There are three types of CDL skills tests: the pretrip inspection test, the basic control skills test, and the road test. You must take these tests in a vehicle "representative" of those that may be driven with the class license you are applying for. The manufacturer's gross vehicle weight rating (GVWR), the declared (registered) or actual weight will determine whether the vehicle is "representative".

FLORIDA COMMERCIAL DRIVER LICENSES

EFFECTIVE APRIL 1, 1991

CLASS	VEHICLE DESCRIPTION	TRUCKS BUSES	KNOWLEDGE TESTS REQUIRED	SKILL TESTS REQUIRED
A	Any combination of vehicles with a Gross Vehicle Weight Rating (GVWR) of 26,000 pounds or more provided the GVWR of the vehicle(s) being towed is more than 10,000 pounds.		• General Knowledge • Air Brakes • Combination Vehicles	• Pre-trip Inspection • Basic Control Skills • Road Test
B	Any single vehicle with a GVWR of 26,000 pounds or more, or any such vehicle towing a vehicle with a GVWR of 10,000 pounds or less.		• General Knowledge • Air Brakes (if so equipped)	• Pre-trip Inspection • Basic Control Skills • Road Test
C	Any single vehicle less than 26,000 pounds GVWR, or any such vehicle towing a vehicle with a GVWR of 10,000 pounds or less - Applies only to vehicles where endorsement(s) would be required on the driver's license.** Any combination of vehicles where the towing vehicle is less than 26,000 pounds GVWR and the towed vehicle has a GVWR of 10,000 pounds or less, but together they are 26,000 pounds GVWR or more.		• General Knowledge • Air Brakes (if so equipped)*	• Road Test

ENDORSEMENTS

Endorsement Codes	VEHICLE DESCRIPTION	TRUCKS BUSES	KNOWLEDGE TESTS REQUIRED	SKILLS TESTS REQUIRED
T	Combination vehicles with double or triple trailers		• Doubles/triples Test	Skill tests applicable to class of vehicle brought in for testing
N	A tank vehicle designed to transport any liquid or gaseous material with a designed capacity of 1,000 gallons or more.		• Tank Vehicle Test'	
P	Any vehicle designed to transport 16 or more passengers, including the driver. Any school bus designed to transport 11 or more passengers, including the driver.		• Passenger Transport Test	
H	Any vehicle used to transport hazardous materials in placardable amounts.		• Hazardous Materials Test	
X	Any tank vehicle used to transport placardable amounts of hazardous materials.		• Tank Vehicle Test • Hazardous Materials Test	

** An operator of a single or combination vehicle of less than 26,000 pounds GVWR will be restricted to the operation of a single or combination vehicle of less than 26,000 pounds.

* If vehicle used for testing is not equipped with air brakes, license must show an air brakes RESTRICTION.

FIGURE 1-2

BEST COPY AVAILABLE

Pretrip Inspection

Purpose. To see if you know whether the vehicle is safe to drive.

Test Procedures. You will be required to do a pretrip inspection of your vehicle and explain to the examiner what you would inspect and why. The examiner will mark on a scoring form each item that you correctly inspect or explain. Sections 2.1 and 4.1 tell you what you need to inspect. It is your responsiblity to insure that the vehicle is properly equipped. If you fail the pretrip inspection because you did not inspect it correctly or because the vehicle is unsafe, the test will not be completed. You will have to reschedule a new test.

Basic Control Skill Test

Purpose. To evaluate your basic skills in controlling the vehicle.

Set-up: The test set-up consists of various exercises marked out by lines, traffic cones, or something similar. The exercises may include moving the vehicle forward, backing, and turning maneuvers. The examiner will explain how each exercise is to be done. You will be scored on how well you perform the exercise(s) and how many pullups you make. The basic control skills may be given before the road test or made a part of the in-traffic road test.

Road Test

Purpose. To evaluate your ability to drive safely in a variety of on-the-road in-traffic situations.

Test Procedures: The test drive is taken over a route specified by the examiner. It may include left and right turns, intersections, railway crossings, curves, up and down grades, rural or semi-rural roads, city multi-lane streets, and expressway driving.

You will drive over the test route following instructions given by the examiner. The examiner will score specific tasks such as turns, merging into traffic, lane changes, and speed control at specific places along the route. The examiner will also score whether you correctly do tasks such as signalling, searching for hazards, controlling speed, and lane positions. You will be told whether or not you passed at the end of the road test. No passengers or animals may accompany the driver during the skills test.

Air Brakes

To drive a CMV with air brakes you must pass the skill test in a vehicle with air brakes. Otherwise your driver's license will be issued with a "not valid for air brakes" restriction.

Buses

There is no separate license class for buses. Instead, a passenger transport endorsement is required. If you drive a bus, you must pass the general knowledge test, the passenger transport endorsement test and the skill test in a bus representative of Class B or C. Passing the skill test in a bus will also qualify you to drive trucks in the same class, although endorsements may be necessary depending on the type of truck or its use. However, a Class B or C license holder cannot drive a bus without a passenger endorsement.

Requirements

To obtain a CDL in Florida you must:

- be a resident of Florida;
- be at least 18 years of age to drive intrastate and 21 years of age to drive interstate;

- surrender any and all driver licenses issued by Florida or any other state;
- not be under suspension, revocation, cancellation or disqualification in Florida or any other state;
- submit a valid medical report or card, if you are normally required to hold this document;
- provide proof of your social security number such as the social security card itself or your W-2 Form (photocopies are not acceptable);
- pass all required tests and pay the proper license fee.

Exemptions

Drivers of the following vehicles which otherwise meet the definition of a commercial motor vehicle are exempted by law from having to obtain a Commercial Driver's License.

- **Military vehicles** operated by members of the armed forces.
- **Authorized emergency vehicles.** These vehicles include, but are not limited to, ambulances, law enforcement vehicles and fire trucks equipped with red or blue lights and audible warning devices (siren);
- **Farmers** transporting farm supplies, farm machinery or agricultural products to or from the first place of storage or processing or directly to or from market provided—
  —the vehicle is used within 150 miles of the farm;
  —the vehicle is not transporting placarded hazardous materials;
  —the vehicle is not used as a common or contract motor carrier (for-hire);
- **Recreation vehicles** when used for recreational purposes; and
- **Personal vehicles** (straight trucks) used to transport personal property that is not for sale.

Fees

Fees for commercial licenses will be $50 for initial issue and renewal, except applicants who have received school bus training and are applying for employment or are employed by a public or non-public school system will pay $20 for initial issue and $15 for renewal. Each endorsement is $5. There is no fee for tests given by the department.

Disqualifications

You can be disqualified and lose your Commercial Driver's License for certain traffic convictions if committed while operating a commercial motor vehicle.

- If convicted of two serious traffic violations within three years, you will lose your license for 60 days. A third conviction within three years results in 120 day disqualification.

  "Serious Traffic Violations" include unlawful speed (15 MPH or more over the posted speed), careless or reckless driving, fleeing or attempting to elude a police officer, other traffic offenses committed in a commercial motor vehicle resulting in the death or personal injury of any person, and commercial motor vehicles not properly insured.
- A driver will be disqualified for one year for a first time conviction of the following offenses while operating a commercial motor vehicle:

BEST COPY AVAILABLE

—Driving under the influence of alcohol or a controlled substance;

—Driving with an alcohol concentration of .04 percent or more;

—Leaving the scene of an accident;

—Using a commercial motor vehicle in the commission of a felony; or

—Refusing to take a blood alcohol test. Consent to alcohol testing is given by you when you drive a motor vehicle in Florida.

- If convicted of any of the above while transporting placarded hazardous materials, the disqualification time is increased to three years.
- A second conviction for the above offenses will result in disqualification for life. The second conviction may be for the same or a different offense.
- Using a commercial motor vehicle in the making, selling, or distribution of drugs will result in disqualification for life.

  —Disqualification for life means YOU WILL NO LONGER BE ALLOWED TO OPERATE COMMERCIAL MOTOR VEHICLES!

- If any level of alcohol is detected, law enforcement officers can place a commercial driver out-of-service for a period of 24 hours. It is illegal to operate a commercial motor vehicle with any alcohol in your system.
- The penalties are severe, but are designed to improve highway safety for you and other highway users.

1.2 OTHER SAFETY ACT RULES

Under the federal Commercial Motor Vehicle Safety Act of 1986, all commercial drivers must:

- Only have one driver's license. If you break this law you may be fined up to $5,000 or put in jail. Keep your home state license and immeciately return any other license to the state where it was issued.
- Notify your employer within 30 days of a conviction for any traffic violation (except parking). This is true no matter where or what type of vehicle you were driving.
- If licensed in Florida, notify the Florida Division of Driver Licenses within 30 days of an out-of-state conviction for any traffic violation (except parking). This is true no matter what type of vehicle you were driving.
- Notify your employer immediately, but no later than the end of the next business day if your license is suspended, revoked, cancelled, or if you have been disqualified from driving a commercial motor vehicle.
- Your employer must not let you drive a commercial motor vehicle if you have more than one license; if your Commercial Driver's License is suspended, revoked, cancelled, or if you have been disqualified from driving. Your employer may be fined up to $5,000 or placed in jail for breaking this law.

- When applying for a commercial driving job, give the employer information on all driving jobs held for the past 10 years.
- Have a Commercial Driver's License by April 1, 1992. After that date you cannot drive a commercial motor vehicle without one. You may be fined up to $5,000 or put in jail for breaking the law.

CLEARINGHOUSE

Florida and all other states will be connected to a nationwide computerized system to share license information about drivers. The states will review driver's records to make sure that drivers do not have more than one Commercial Driver's License. In Florida it is illegal for drivers of commercial motor vehicles to have more than one driver's license!

F

D

INFORMATION ON THIS PAGE IS NOT TO BE USED ON OR AFTER APRIL 1, 1992.

HOW AND WHEN TO OBTAIN YOUR CDL

Information on this and the succeeding page is information on how and when to obtain your CDL before April 1, 1992. You as an individual can assist the department in making the change over from chauffeur to commercial licenses a smooth and orderly transition. The following instructions are very important. Read them carefully. The key to the implementation program is the driver's BIRTH MONTH. The department has two years to get all drivers in Florida who have a chauffeur license or who wish to be licensed as a commercial driver, notified of the new law, tested and licensed before APRIL 1, 1992. On April 1, 1992 all commercial drivers in the United States must have a CDL issued by their home state. No exceptions!!!

Florida has 1.1 million drivers who hold Florida chauffeur licenses. To test and license this many drivers in a 24-month period will require the department to implement this program in two phases. With your cooperation the transition will be a success.

PHASE I April 1, 1990 through March 31, 1991.

During this time period, all holders of Florida chauffeur licenses will be informed of the requirements of the CDL law. Notification will be mailed to each driver at his last known address at least 30 days prior to his birth month. Drivers who are required to hold a commercial license will be advised to report to the local driver license office during their BIRTH MONTH and take the vision and knowledge tests. After the vision and knowledge tests are passed, test results will be placed on the driver's driver license record and he will be given further instructions for PHASE II. Drivers will continue to hold their chauffeur licenses until PHASE II. If a chauffeur license is due for renewal during PHASE I it should be renewed.

PHASE II April 1, 1991 through March 31, 1992.

During this time period drivers who completed PHASE I will again return to the local driver license office during their BIRTH MONTH for:

- issuance of a CDL if they qualify to be grandfathered in; or
- issuance of a CDL after they pass the skill test administered by the department or a third-party tester.

Also during this time period:

- the department will administer skill tests at selected driver license sites;
  —appointments will be mandatory for skill tests administered by the department.
- third-party testers who have been trained and certified by the department will administer skill tests.
- commercial drivers who did not report during PHASE I may report for all required tests and upon passing be issued a CDL.

GRANDFATHERING

"Grandfathering" waives the road test only. It does not exempt drivers from the knowledge tests.

Drivers who meet the following qualifications will be "grandfathered" in during PHASE II. There will be no "grandfathering" in of drivers of buses as they must take the skill test in a bus.

You must certify that during the three year period immediately prior to applying for a CDL that you:

- have not had more than one driver's license;
- have not had any driver's license suspended, revoked, or cancelled;
- have not had any traffic convictions for which license disqualification is mandatory;
- have not been convicted of any violations of state or local law relating to motor vehicle traffic control (other than a parking violation) arising in connection with any traffic accident and no record of an accident in which you were at fault;
- have operated for at least the past two years, a commercial motor vehicle that is representative of the classification for which you are applying to operate, OR you have previously passed a skill test given by another state which has a classified licensing and testing program and that the skill test was a behind-the-wheel test taken in a vehicle that is representative of the classification for which you are applying to operate; and
- you must also possess a valid Florida chauffeur license, be employed in a job that requires the operation of a CMV and if required, possess a valid medical report or card.

There will be no "grandfathering" on or after April 1, 1992.

BEST COPY AVAILABLE

Appendix D

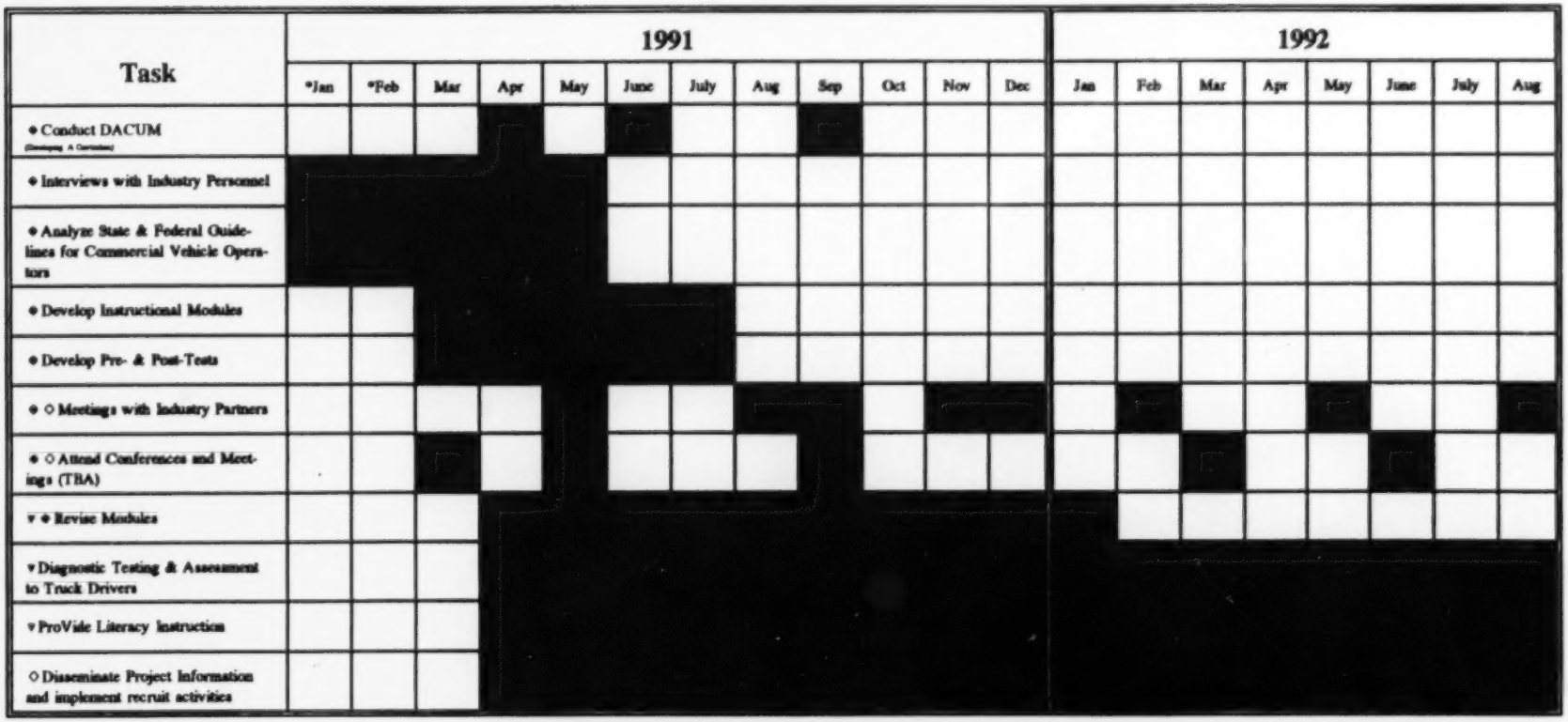
"Keep On Truckin'" Literacy Program for Adults

Implementation Schedule

APPENDIX D

"Keep On Truckin'" Literacy Program for Adults
Indian River Community College

Implementation Schedule



*Preliminary planning, supplementary to project grant timeframe

◆ Coordinator responsibility

◇ Instructors responsibilities

▼ Director responsibility

Appendix E

Selected Supporting Materials
Letters, Awards Certificates, and Programs

INDIAN RIVER COMMUNITY COLLEGE

3209 VIRGINIA AVENUE • FORT PIERCE, FLORIDA 34981-5599
TELEPHONE 407-468-4700

28 de octubre de 1991

Querido (a) _____

Estamos muy orgullosos de los estudiantes que han asistido al programa de la Licencia Comercial, y queremos darles las gracias por su participación. Deseamos invitarlos a la ceremonia de graduación que se va a celebrar en la escuela "Lincoln Park Academy" situada en el 1806 Avenue I, Fort Pierce, Florida, el lunes diciembre 9, a las 7:30 de la noche.

Se van a entregar certificados a personas que han pasado el examen de CDL y además a las personas que han asistido a las clases en todos los centros de Fort Pierce.

Favor de contestar las preguntas que hay al final de esta carta y devuelvala a: Dale Jenkins, Adult Education Department, Indian River Community College, 3209 Virginia Avenue, Fort Pierce, FL 34981 en el 25 de noviembre de 1991.

Por favor traiga a su familia. Su participación será muy apreciada.

Sincereamente,

Dale Jenkins

Su nombre _____ Teléfono _____

	sí	no
¿Pasó Ud. el examen de CDL?	_____	_____
Si pasó, ¿Qué parte pasó?		
conocimientos generales	_____	_____
los frenos de aire	_____	_____
las materias peligrosas	_____	_____
transportacion de pasajeros	_____	_____
combinacion de vehículos	_____	_____
transporte de carga	_____	_____

¿Cuántas personas van a venir a la graduación? _____

SERVING INDIAN RIVER, MARTIN, OKEECHOBEE AND [illegible] COUNTIES

October 28, 1991

Dear _____,

We are very proud of our students who have attended our Commercial Driver's License Program, and we want to recognize your participation. You are invited to attend an awards ceremony at Lincoln Park Academy, 1806 Avenue I, Fort Pierce, on Monday, December 9, at 7:30 p.m.

Certificates will be awarded to those who have passed the CDL exam and also to those who have attended classes around the city. Please fill out the form at the bottom of the page and return it to: Dale Jenkins, Adult Education Department, Indian River Community College, 3209 Virginia Avenue, Fort Pierce, FL 34981 by November 25, 1991.

Please bring your family to join in the festivities!

We look forward to your participation.

Sincerely,

Dale Jenkins
Irene Katra
Bennie Clark

NAME _____ PHONE _____

	YES	NO
Did you pass the CDL?	_____	_____
If so, which parts?		
General Knowledge	_____	_____
Air Brakes	_____	_____
Hazardous Materials	_____	_____
Transporting Passengers	_____	_____
Combination Vehicles	_____	_____
Cargo Transport	_____	_____

Total number of people who will be attending _____

Adult Services
904-334-3929

ALACHUA COUNTY LIBRARY DISTRICT
Headquarters - 401 E. University Ave.
Gainesville, FL 32601

November 8, 1991

Dorothy Vandegrift
Director of Developmental Education
Indian River Community College
3209 Virginia Avenue
Ft. Pierce, Florida 33454

Dear Ms. Vandegrift:

Recently at the Florida Literacy Region 3 Meeting, it was mentioned that you had received a grant to write literacy material for people needing to take the Commercial Drivers license test. I am highly interested in receiving this material and would like to know how this can be accomplished. This material is of high interest by our area, both by governmental agencies in the area and our general patrons who need to take the test. Please send me what you can relating to this matter. I realize that the deadline for taking the exam is imminently at hand and therefore the need for the information is of urgent need.

I can assure you that the information will be shared with literacy providers in the area.

Thanking you in advance for your consideration and cooperation in this matter.

Sincerely,

Phillis Filer

Phillis Filer
Literacy Coordinator

Called 11/19/91

INDIAN RIVER COMMUNITY COLLEGE

3209 VIRGINIA AVENUE • FORT PIERCE, FLORIDA 34981-5599
TELEPHONE 407-468-4700

December 10, 1991

Dear _____,

I am sorry that you were unable to attend our awards ceremony at Lincoln Park Academy this week. It was a wonderful affair! If you have received your CDL, congratulations to you. If you have not received your CDL as yet, I would like to encourage you to return to class at Lincoln Park Academy or at any one of our other sites. Classes will begin again on Monday, January 6, 1992.

Thank you for participating in our program.

Sincerely,

Dale Jenkins
Coordinator

INDIAN RIVER COMMUNITY COLLEGE

3209 VIRGINIA AVENUE • FORT PIERCE, FLORIDA 34981-5599
TELEPHONE 407-468-4700

January 23, 1992

Dear _____,

Do your drivers and crew leaders have the new CDL? Remember, all commercial vehicle operators must be licensed by April 1, 1992!! I.R.C.C. is still offering instruction to help them prepare for the written exam. Please post the two enclosed flyers for your employees' information. Also, not mentioned on the flyers, is a new class being offered for those who speak Spanish. This class meets Monday and Wednesday evenings from 7 p.m. to 9 p.m. at St. Anastasia's Church, located at 401 S. 33rd Street, Fort Pierce. This class is **free** as are those offerings on the gold flyer entitled, "Keep on Truckin'". Registration is held at each of the sites as the day and times specify. Since there is a fee involved with the quick preparation program specified on the green flyer, registration must be handled at the main campus, the new campus at St.Lucie West, at the Vero campus, or at the Stuart campus.

If you have any questions, please contact me at 879-4314 or 468-4753. Time is running out!

Sincerely,

Dale Jenkins
Adult Education Department

Enclosures

February 12, 1992

Ms. Delores Michalski
Broward County Schools
Adult and Community Education
600 S.E. 3rd Avenue
11th Floor
Fort Lauderdale, FL 33301

Dear Ms. Michalski,

I enjoyed hearing from you yesterday. I hope that the enclosed information and sample module will be of assistance. Volume 1 of our curriculum contains modules 1 through 18 and volume 2 contains the special endorsement modules. Kendall-Hunt Publishing Company's representative is Mr. Wesley Burnham and his telephone number in Brandon,Fl is (813) 681-4946.

If I can be of further assistance to you, do not hesitate to contact me. Again, I appreciate you interest in our "Keep on Truckin'" program.

Sincerely,

Dale Jenkins
Workplace Literacy Specialist

April 13, 1992

Betty Williams
Frito-Lay
2800 Silverstar Road
Orlando, FL 32808

Dear Ms. Williams,

I appreciate your interest in our preparatory program for commercial drivers entitled, "Keep On Truckin'". I have enclosed information from our publisher concerning the study manuals.

If I can be of further assistance to you, please contact me at (407) 879-4314 or (407) 468-4753.

Sincerely,

Dale Jenkins
Adult Education Department

CDL mtg. today #215
D-6 Copies 1

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL ADMINISTRATION
3653 TOLMAN HALL
(510) 642-0709

BERKELEY, CALIFORNIA 94720

3613 Tolman Hall
Berkeley, CA 94720

April 27, 1992

Andre Hawkins, Project Director
Keep on Truckin' Literacy Program
Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 34981-5599

Dear Mr. Hawkins:

As part of a research project sponsored by the National Center for Research on Vocational Education, I am gathering materials on workplace literacy programs around the country in an effort to describe the range and variation of these programs along several dimensions. I received an abstract from the U.S. Department of Education of your workplace literacy project, and am very interested in learning more about it. Would it be possible for you to send me any descriptive material or evaluations of your program? I am particularly interested in any material you might have about the curricululum, instruction and assessment procedures. Thank you very much for your help. I look forward to hearing from you.

Sincerely,

Katherine Schultz

Katherine Schultz
Research Associate

July 20, 1992

Dear _____,

We are very proud of our students who have attended our Commercial Driver's License Program, and we want to recognize your participation. You are invited to attend an awards ceremony in the Student Lounge of the Koblegard Building at Indian River Community College (see map) on Monday, August 17,1992, at 7:30 p.m.

Certificates will be awarded to those who have passed the CDL exam and also to those who have attended classes around the city. Please fill out the form at the bottom of the page and return it to: Dale Jenkins, Adult Education Department, Indian River Community College, 3209 Virginia Avenue, Fort Pierce, FL 34981 by August 12,1992.

Please bring your family to join in the festivities!

We look forward to your participation.

Sincerely,

Dale Jenkins
Irene Katra
Bennie Clark

NAME _____ PHONE _____

	YES	NO
Did you pass the CDL?	_____	_____
If so, which parts?		
General Knowledge	_____	_____
Air Brakes	_____	_____
Hazardous Materials	_____	_____
Transporting Passengers	_____	_____
Combination Vehicles	_____	_____
Cargo Transport	_____	_____

Total number of people who will be attending _____

IRCC
INDIAN RIVER COMMUNITY COLLEGE

Keep on truckin'

Commercial Driver's License Program Ceremony
June 5, 1991

Welcome	Mr. Bennie Clark
Introduction of Guests	Mr. Bennie Clark
Presentation of Certificates	Ms. Irene Katra
	Mrs. Mary Kelley
Special Presentation	Ms. Dale Jenkins
Closing Remarks	Dr. Thomas Deal

Reception

INDIAN RIVER COMMUNITY COLLEGE

Indian River Community College
Ft. Pierce Florida

SERVING INDIAN RIVER, ST. LUCIE, MARTIN AND OKEECHOBEE COUNTIES

Certificate of Participation

This is to certify that

_____

has participated in the

Commercial Driver's License Program

_____ _____

156 157

Indian River Community College

Ft. Pierce Florida

SERVING INDIAN RIVER, ST. LUCIE, MARTIN AND OKEECHOBEE COUNTIES

Certificate of Completion

This is to certify that

_____

has completed the

Commercial Driver's License Program

and therefore is awarded this certificate of completion

given this **day of** **nineteen hundred and**

_____ _____

15S

15S

RESOLUTION

WHEREAS, the quality of an educational institution such as Indian River Community College is best exemplified by the success of its students in reaching their highest aspirations in their chosen fields of endeavor; and

WHEREAS, the Indian River Community College Adult Education Department provides literacy services, GED preparation, high school credit courses, English as a Second Language classes, and centers for personalized instruction; and

WHEREAS, the Adult Education programs have expanded to meet a wide variety of needs throughout the community; and

WHEREAS, the Keep On Truckin' program, which has been recognized by the Florida Adult and Community Educators (ACE) as an exemplary program, provides preparatory assistance in basic skills for the Florida Commercial Drivers' License Exam; and

WHEREAS, cooperative projects with the Department of Transportation and Fort Pierce Utilities Authority provide on-site workplace literacy training; and

WHEREAS, the Indian River Community College Adult Education Department took a lead role in conducting a National Issues Forum at the Florida Literacy Conference; and

WHEREAS, IRCC was selected as a pilot site to implement the Florida Literacy Corps Act in which college students receive credits for training parents in presenting books to their children, and the program received an FACC Adult and Continuing Education Commission Award; and

WHEREAS, an Even Start grant was received in conjunction with the St. Lucie County Schools to promote family literacy in the community; and

WHEREAS, a JOBS grant was obtained to bring a high-tech mobile learning center to participants in Project Independence; and

WHEREAS, the program's objectives for growth in 1991 were all met including a 7% increase in the number of students achieving functional literacy as measured by the TABE test, a 24% increase in GED graduates, and a 10% enrollment increase in adult education as a result of outreach activities;

THEREFORE, BE IT RESOLVED that the Adult Education Department be presented with the Indian River Community College Pioneer Award in recognition of its achievements; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be placed on permanent display at Indian River Community College.

Dated this 15th day of April, 1992.

DISTRICT BOARD OF TRUSTEES
OF
INDIAN RIVER COMMUNITY COLLEGE

By: Gracia Stephenson Rosslow
Gracia S. Rosslow
Chairman

By: Edwin R Massey
Edwin R. Massey, Ph.D.
Secretary

FLORIDA ATLANTIC UNIVERSITY
P.O. BOX 3091
BOCA RATON, FLORIDA 33431-0991

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP
Florida ACE Network
(407) 367-2346
(407) 367-2345 FAX

June 25, 1991

Mr. Dale Jenkins, Coordinator
Workplace Literacy
Indian River Community College
Adult Education Department
3209 Virginia Avenue
Fort Pierce, Florida 34981-5599

Dear Mr. Jenkins:

I am pleased to inform you that the Florida ACE Steering Committee, a panel of adult and community education leaders, selected the program indicated below as an exemplary program in the State of Florida:

Keep On Truckin' - A Preparation for the Commercial Drivers' License Exam

This program was one of 15 selected from 32 applications submitted to the Florida Adult and Community Education (ACE) Network Clearinghouse. It was selected because the review panel felt that it was innovative and exemplified some of the best adult and community education practices in Florida. In addition, it soundly addressed each of the following criteria:

- It supported Florida's adult and community education objectives.
- It has operated effectively.
- It was well defined.
- It could be adapted by other adult and community education agencies in Florida.

As a result of this selection, the program will be promoted throughout Florida as an **exemplary program.**

A formal recognition of exemplary program status will be awarded during the ACE Association Conference September 24-27, 1991, in

Boca Raton • Fort Lauderdale • Davie • Palm Beach Gardens
A Member of the State University System of Florida
An Affirmative Action/Equal Opportunity Institution

Daytona. **A one-page abstract of your program is required**, not only for that presentation, but also for the Catalog of Exemplary Programs, **by August 1, 1991.** Please notify our office if you or a representative of your agency will be available to receive the award.

At the Daytona conference, the Florida ACE Network Clearinghouse will showcase four programs. Please let our office know if you would like to present at that conference. We will reserve slots for the first ones who contact our office by phone or fax. The Florida ACE Network Clearinghouse has grant funding to provide travel reimbursement for one presenter per program, within certain restrictions.

The Florida ACE Network Clearinghouse is funded by the Bureau of Adult and Community Education, Division of Vocational, Adult and Community Education, Florida Department of Education, to recognize and promote the adoption of exemplary adult and community education programs and practices in Florida.

On behalf of the Florida ACE Network Clearinghouse and the review panel, I congratulate you on this achievement and thank you for your leadership in adult and community education.

Sincerely,

Arthur W. Burrichter
ec

Arthur W. Burrichter, Ed.D.
Professor of Adult Education
Director of the Florida ACE Network Clearinghouse

1991-1992

THE FLORIDA ACE NETWORK CLEARINGHOUSE

CATALOG OF EXEMPLARY PROGRAMS

Adult and Community Education Programs in Florida

State of Florida
Department of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of
Vocational, Adult and
Community Education

College of Education
Florida Atlantic University
Boca Raton, Florida
33431-0991

... a
funded project of
Florida Bureau of Adult
and Community
Education (BACE)

WORKPLACE LITERACY

KEEP ON TRUCKIN' - A PREPARATION FOR THE COMMERCIAL DRIVERS' LICENSE EXAM

TARGET CLIENTELE: Commercial vehicle operators who are reading below a 9th grade level and at risk of losing their commercial driver's license.

OBJECTIVES: Program designed to prepare clientele for passing the new Florida commercial driver's license test.

PROGRAM FORMAT:

- Individuals are notified of program through presentations, telephone calls, and flyers and then referred to training site nearest them.
- Students are initially tested with TABE to determine reading level. Students are then provided with modular workbooks, audio tapes and the Division of Motor Vehicles' commercial driver's license (CDL) examination handbook.
- Instruction is provided in one-to-one, small group, large group, and/or individualized formats. Students progress at their own pace and are tested at the Division of Motor Vehicles office at the completion of the program.

FUNDING:

Initial funding:
Adult Education Department,
Indian River Community College

WORKPLACE LITERACY

KEEP ON TRUCKIN' - A PREPARATION FOR THE COMMERCIAL DRIVERS' LICENSE EXAM

Present funding:
Federal Workplace Literacy Grant (March 1, 1991 for 18 months) $193,169

CONTACT PERSON: Dale Jenkins
Workplace Literacy Specialist
Adult Education
Indian River Community College
3209 Virginia Avenue
Fort Pierce, FL 34981-5599
(407) 468-4753
(407) 468-4796 FAX

THE FLORIDA

ACE NETWORK CLEARINGHOUSE

Clearinghouse for
Adult and Community Education Network

ANNUAL REPORT

1991-1992

Department of Educational Leadership
College of Education
FLORIDA ATLANTIC UNIVERSITY

Florida ACE Network Clearinghouse
Florida Atlantic University
College of Education, ED 1, Room 122
Dept. of Educational Leadership
P O Box 3091
Boca Raton, FL 33431-0991
407/367-2346
407/367-2345 Fax

Florida ACE Network Clearinghouse Review Committee

Ernest Fernandez, Hillsborough County Schools
Clarence Fields, Duval County Schools
Dr. James Grant, Pensacola Junior College
Barbara Jones, Okaloosa-Walton Community College
Rochelle Kenyon, Broward County Schools
Dr. Chester Leathers, Alachua County Schools
Nell Lucas, Palm Beach County Schools
Bette Singer, Member at Large
Eugene Stafford, Department of Education (ex officio)

Special thanks are extended to John E. Lawrence and the Bureau of Adult and Community Education for the support of the Florida ACE Network Clearinghouse.

Florida ACE Network Clearinghouse Staff

Dr. Arthur Burrichter, Director
Dr. Valerie Bryan, Project Coordinator
Lynda Clark, Staff Assistant
Dr. Lucy Guglielmino, Faculty Advisor

INTRODUCTION

The primary goal of Florida's adult education program is to reduce illiteracy and undereducation among adults in Florida. This goal represents a major challenge with Florida's population ever-increasing and with the increasing percentages of adult population with less than eight years of formal education (Gardner, 1991). To further frustrate attainment of this goal is a decreasing number of adults with basic and complex skills for the workplace (Pendell, 1990) and the shrinking education dollars.

This primary goal can only be achieved through concerted, integrated efforts of a number of well-informed education providers that are accountable, service-oriented, and ever-responsive to this adult clientele. No longer can agencies within districts afford to duplicate efforts, lose time due to repetition of services that do not produce results, or operate from a base of limited information.

The Florida ACE Network Clearinghouse was, is, and will continue to be an attempt to identify "what-is-right" with adult and community education, what works and does not, and how "what-is-right" can be put into operation **with minimal cost, maximum use of resources**, and **minimal down-time for implementation**. By recognizing exemplary programs and practices and by disseminating information to encourage adoption of the "best practices" and "proven successes," the challenge of reducing illiteracy and undereducation can be met head on, efficiently and effectively.

PRESENT ROLE

At present the **Florida ACE Network Clearinghouse** maintains a data base on 83 adult and community education programs in the following categories: Adult Basic Education (9), Adult Education (7), After-School Child Care and Enhancement (11), Community Education (8), Corrections Education (2), English for Speakers of Other Languages (5), Family Literacy (5), GED (1), Handicapped Adults (7), Homeless Adults (2), Literacy Basic Skills Programs (2), Service to Older Adults (1), Student Services/Counseling (2), Students At Risk (5), Workplace Literacy (4), and Ancillary Services (9). Requests for information are honored monthly by mail, fax, phone, and FIRN, to assist direct providers of adult and community education programs in designing and providing programs based on best practices.

Since its inception the Florida ACE Network Clearinghouse (hereafter referred to as ACENET) has had as its primary role **to provide adult education, community education, and literacy administrators/teachers with information needed for these providers to efficiently and effectively meet the educational needs of the adult citizens of Florida.** As the need for information has expanded, so has the role of ACENET. The following chart illustrates the growth in services from 1990-91 to 1991-92 and the accomplishments of the ACENET staff and steering committee in conjunction with BACE and the exemplary program directors.

ACENET COMPARISON OF SERVICES (1990-91 TO 1991-92)

PRODUCTS/ACTIONS	1990-91	1991-92
REQUESTS FOR MATERIALS/ INFORMATION HONORED	• 186 requests for information about ACENET and/or exemplary projects honored.	• 2,042 requests for information about ACENET exemplary projects honored with printed materials. • Five ERIC searches honored. • 74 individuals requested ACENET mini-grant applications.
PRESENTATIONS REGARDING EXEMPLARY PROJECTS	• 10 exemplary programs showcased at 3 state conferences. • One information session conducted on ACE within state; two sessions, nationally.	• 17 exemplary programs showcased at 3 state conferences. • 191 presentations made to 5786 participants by exemplary project directors. • One presentation on completing exemplary project application conducted.
CATALOG	• 39-page Catalog distributed to 159 people	• 53-page Catalog distributed to 1842 people

THE FLORIDA ACE NETWORK CLEARINGHOUSE

ACENET COMPARISON OF SERVICES (1990-91 TO 1991-92)

PRODUCTS/ACTIONS	1990-91	1991-92
MAILINGS	• Two UPDATES distributed to 804 individuals.	• Four UPDATES distributed to 2004 individuals. • Six CATCH articles distributed to 3006 individuals. • Four FIRN ACENET updates sent electronically to 52 users.
SURVEYS	• Staff development survey and electronic mail survey completed.	• Two project directors' surveys completed. One "profile" study in process.
EXEMPLARY PROJECT ADOPTIONS	No information recorded.	• 209 adoptions reported by exemplary project directors and ACE educators. • 101 adoptions-in-part reported by ACE educators. • 151 adoptions considered by ACE educators.
SITE VISITS TO EXEMPLARY PROJECTS	No information recorded.	• 28 exemplary program directors reported 93 representatives of agencies site visited their project(s).

The FLORIDA ACE NETWORK CLEARINGHOUSE

ACENET COMPARISON OF SERVICES (1990-91 TO 1991-92)

PRODUCTS/ACTIONS	1990-91	1991-92
ACE NETWORK PUBLICIZED	• Two articles on Florida ACE Network Clearinghouse appeared in **Lifeline**, one fall, one spring. Numerous exemplary programs showcased as well. • Formal displays at 3 state conferences.	• Two articles appeared in **Lifeline**; one in **Monday Report**, one in ACE of Florida newsletter, one in general FIRN mail. • Formal displays at 3 state conferences.
AWARDS PRESENTED	• 14 awards presented plus program certificates.	• 15 awards plus individual certificates presented.

FUTURE EXPANSION ANTICIPATED

In order to continue to address the complex needs of adult education, community education, and literacy administrators/teachers in their attempts to provide excellence in education, the Florida ACE Network Clearinghouse will expand its services even further. The following illustrates just how ACENET will assist the state in meeting its priorities:

1. Data base on all categories will be expanded for 1992-93 with information available on additional exemplary projects for 1986-92 as well as abstracts on past, present, and future 353 projects.

2. Surveys, logs, and monitoring of data base will assist in determining outreach activities that are of higher priority to adult, community education, and literacy administrators/teachers.

3. Staff development/training for adult, community education, and literacy administrators and teachers will be expanded:

   a. Exemplary projects will be showcased at 3 state conferences both within the conference and through pre-conferences at select conferences.

   b. Regional workshops will be developed to address training needs.

3. c. Liaison relationships will be established with all agencies serving adult and community educators.

4. Information to service providers will be disseminated via UPDATES, CATCH articles, Catalog, FIRN, diskettes, Lifeline articles.

5. Mini-grants will be provided to select potential product adopters.

6. Exemplary project developers will be recognized via awards, displays, and specific informational pieces.

7. ERIC searches for adult and community educators will be conducted.

8. ACENET will develop criteria for a statewide impact study of ACENET and its projects that addresses client impact and accountability.

MESSAGE TO ADULT EDUCATORS, COMMUNITY EDUCATORS, AND LITERACY PROVIDERS

The Florida ACE Network Clearinghouse is being supported by BACE to assist adult and community educators and literacy providers in achieving their objectives. The message to these providers is:

- If you need information on a "proven success," contact ACENET.
- If you require an ERIC search, contact ACENET.
- If you recognize a staff development area that needs to be offered, contact ACENET.
- If you need to site visit an exemplary project, contact ACENET or any of the following Florida ACE Network Clearinghouse exemplary project directors:

  ABE/ESL Learning and Language Center
  Hillsborough County, Daniel Valdez

  Adult Education in Senior Care Facilities
  Dade County, Karen Skolnick, Judy Anderson

  Adult ESOL Curriculum Development Project
  Palm Beach County, Sheila Acevedo

Adult Handicapped Programs
Broward County, Mary McGinnis

BAND (Businesses Against Narcotics and Drugs)
Jackson County, Barbara Grant [Discontinued]

BEST-PAL (Basic Education Skills Through - Parent Affective Learning)
Brevard County, Elizabeth Singer

Bridging the Gap: Workplace Literacy for Developmentally Disabled Adults
Pinellas County, Rory Morris-Richardson

Broward Backpack
Broward County, Mary Ann Hartwell

Carefree Learner Environmental Awareness Program
Sarasota County, Dick Jackson

Childbirth Education
Hillsborough County, Jack Mangione

Competency-Based Adult Basic Education (CBABE) Curriculum and Program Management
Brevard County, Elizabeth Singer

Competency-Based Adult High School Curriculum and Program Management
Brevard County, Elizabeth Singer

District-Wide Community Education Special Project Fund
Palm Beach County, Stacy Thomas

Extended Day Enrichment Program
Orange County, Betsy Fulmer

Family Literacy: An Interagency Demonstration Program
Pinellas County, Rory Morris-Richardson

Family Reading Pavilion
Orange County, Anita Rodgers

Housing Renovation Partnership Program
Dade County, Bertha Pitt

In-School Day GED Program
Hillsborough County, Daniel Valdez

Keep On Truckin' - A Preparation for the Commercial Drivers' License Exam
Indian River County, Dale Jenkins

Operation Second Chance
Palm Beach County, Clarence Fuller

Orange County Work Force Education
Orange County, Ron Froman, Tony Lagos

PASS (Personalized Academic Success Strategies)
Seminole County, Dr. Beverly Boothe

Peer Counseling/Support Groups for Adult Learners Program
Escambia County, Dr. James Grant

Perfect Harmony
Hernando County, Mike Iannella

Probationers' Educational Growth (PEG)
Pasco County, Brenda Glass

Programs for Independence (Adult Basic and Practical Education Program)
Marion County, Leslie Switzer

Project Re-Start
Dade County, Dagmar Pelzer

Project WorkF.O.R.C.E.
Broward County, Rochelle Kenyon

School-Age Child Care (SACC) Guidelines
Palm Beach County, Ken Hall

Sarasota Safety City Program
Sarasota County, Dick Jackson

School-Age Child Care Program
Dade County, Nancy Sapiro

The FLORIDA ACE NETWORK CLEARINGHOUSE

Specialized Employee Education (SEE) Program
Brevard County, Dr. Charles Colman

Sunday School Project
Pinellas County
Rory Morris-Richardson

We-Can Family Counseling Program
Dade County, Joe Halasz

The Florida ACE Network Clearinghouse, the ACENET steering committee, and the exemplary project directors are available to offer you assistance. Together with the Bureau of Adult and Community Education, we can challenge illiteracy and undereducation in Florida.

The FLORIDA ACE NETWORK CLEARINGHOUSE

FLORIDA ACE NETWORK

(ACENET)

CLEARINGHOUSE

SURVEY INFORMATION

The FLORIDA ACE NETWORK CLEARINGHOUSE

DISSEMINATION AND ADOPTION OF FLORIDA ACE NETWORK CLEARINGHOUSE EXEMPLARY PROJECTS JULY 1, 1991 - MAY 15, 1992

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
ABE/ESL Learning and Language Center	11	1 (26)	No info available	11 different counties 5 agencies locally
Adult Education in Senior Care Facilities	3	1 (15)	Dade Co. ABE/Elderly Hialeah Adult English Center	Due to ACENET, they are being requested to inservice all Dade Cty. in ABE/Elderly
Adult ESOL Curriculum Development Project	3	1 (18)	Leon County Hillsborough County Pinellas County	-
Adult Handicapped Program	1	-	-	-
BAND (Businesses Against Narcotics & Drugs)	None	2 (37)	-	Program discontinued due to budget cuts/no travel funds to present

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
BEST-PAL (Basic Education Skills Through-Parent Affective Learning)	Requests honored by New Readers' Press 800-448-8878 2	None	Medina Cty Career Ctr., Medina, OH Sweet Gum Family Lit., Piedmont Comm. Coll. N. C.	None
"Bridging the Gap": Workplace Literacy for Developmentally Disabled Adults	4	2 (39)	No info available	None
Broward Backpack	35	14 (202)	Homeless Care Mgmt Salvation Army Faith Farm	20 people 4 agencies
Carefree Learner Environmental Awareness		1 (20)	No info available	None
Competency-Based Adult Basic Education (CBABE) Curriculum	5 for diskettes 5 for materials	2 (37)	Polk County Orange Cty Voc-Tech, Goodwill Ind., Orlando	1

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	SITE VISITS BY OUTSIDE AGENCIES
Competency-Based Adult High School Curriculum and Program Management	67	2 (37)	Clay County Suwanee/Hamilton Voc-Tec Miami Palmetto Adult Ed Ctr./Dade St. Augustine Voc-Tec, St. Johns Broward County Sch. FL Community Coll., Jax Walton County Gadsden County Okaloosa County Deveroux Children's House, Orlando Westside Voc-Tech Ctr, Winter Garden Dade County	2 agencies
Extended Day Enrichment Program	4	4 (305)	YMCA of Broward Cty Lake Cty School St. Andrews Public Schools, SC	20 agencies
Family Literacy: An Interagency Demonstration Program	49	7 (202)	13 Pinellas Elem. Schs CASA: Center Against Spouse Abuse	-

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
Family Reading Pavilion	-	4 (87)	Leon County (Materials available for statewide distribution)	None
Housing Renovation Partnership Program	4 agency requests	5 (335)	Martin County State of GA PIC Broward County Perry County	4
In-School Day GED Program	2	2 (55)	Pinellas County Adult Education Desoto County Adult Education	None

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
Keep On Truckin' - A Preparation for the Commercial Drivers' License Exam	320	18 (595)	Santa Rosa Sch Santa Rosa Cty Voc-Tec Alachua Cty Library/Adult Svcs Leon Co. Voc/Tec Brevard Comm. Coll. Lee Co. Literacy Council Jacksonville Electric Authority SE FL Adult Lrng Ctr Naples Adult Lrng Ctr Sarasota Cty Schools Leon Cty Schools	None
PASS (Personalized Academic Success Strategies)	8	4 (115)	Indian River Comm. Coll. Florida Comm. Coll., Urban Resource Ctr.	2 agencies Sieman Corp. Adult Vistas
Peer Counseling/ Support Groups for Adult Learners Program	3	3 (56)	-	1 middle sch 1 high sch 1 PIC-Adult Educ. Ctr.

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
Perfect Harmony	32	75 (2348)	Citrus/Hardy Ctys Hillsborough Cty ARC Nassau Cty Allamanda El. ESE, PBG N. Broward YMCA South FL Comm. College Reg. Childhood Dev. Svcs Pasco Parks & Recr. Brevard Cty Schools Nina Harris ESE, Pinellas Howard Bishop H.S. FL School for the Deaf Everhart ESE Ctr., Tall. ACE, Port Charlotte ACE, Leon County Key Trng Ctr., Citrus Cty Broward, Orange Counties Santa Rosa, Alachua Ctys Pinellas County Hillsborough YMCA	8
Programs for Independence	4	5 (130)	-	10 agencies
Project WorkF.O.R.C.E.	5	1 (20)	American High Adult Ctr North Dade Center	2 agencies

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING	# OF SITE VISITS BY OUTSIDE AGENCIES
Probationer's Educational Growth	131	28 (1036)	Dept. of Corrections Private Industry Council Leon County Palm Beach County Columbia Cty United Way Broward Cty Adult Ed. Santa Rosa Cty Adult Ctr. Alachua Cty Adult Ed. Gilchrist Cty Adult Ed. Dixie Cty Adult Ed. Escambia Cty Adult Ed.	18 (House Committee introduced "PEG" Bill)
Sarasota Safety City	None	None	None	None
School-Age Child Care	12	1 (75)	None	2 agencies
School-Age Child Care (SACC) Guidelines	None	1	Calcasicu Parish School Brevard Comm. Coll.	1
SEE (Specialized Employee Education Program)	None	4 (66)	Rockwell Siemans	None

PROGRAM TITLE	# OF REQUESTS HONORED	# OF PRESENTATIONS MADE/ # OF PARTICIPANTS PRESENT	AGENCIES ADOPTING/SITE VISITS/COMMENTS
Sunday School Project	1	1 (30)	No adoptions, no site visits. Selected as finalist and placed in National English Literacy Demonstration Program for Adults of Limited English Proficiency Handbook of Model Program.

SUMMARY OF RESULTS OF SURVEY
JULY 1, 1991 - MAY 15, 1992
REPORTING PERIOD

28 Out of 33 exemplary projects responded **84% return**	**716 requests honored by exemplary project directors.** **ACENET has honored 841 requests for exemplary projects.**	**191 presentations made to 5,786 participants**	**100 adoptions of exemplary projects reported by exemplary project directors. Adult/ community education directors reported an additional 109 projects adopted in whole, 101 in in part, and 151 being considered.**	**93 site visits made to exemplary projects**

191

192

Lifeline

ADULT & COMMUNITY EDUCATION

VOL. 9, NO. 1
FALL 1991

A NEWSLETTER OF LIFELONG LEARNING

Ricardo Reyes receives tutoring through the Coalition of Florida Farm Worker Organizations (in Homestead), a community-based SLIAG recipient

State Legalization Impact Assistance Grants (SLIAG)

Accessing SLIAG funds—Requirements and restrictions; Florida's participation to date

When the Immigration Reform and Control Act (IRCA) passed in 1986, millions of illegal aliens received the opportunity to acquire legal status and thus to live and work in the United States.

Legislative Provisions for Aliens

IRCA extended the opportunity to gain temporary-residence alien status to two groups of illegal aliens: (1) Pre-82s—those who could document their continuous residence in this country prior to January 1, 1982; adjusted under Section 245 of IRCA, and (2) SAWs—special agricultural workers who had worked in agricultural jobs for at least ninety days between May 1985 and May 1986; adjusted under Section 210 of IRCA. Those aliens gaining this legalized status are referred to as eligible legalized aliens (ELAs).

ELAs were required to meet certain Immigration and Naturalization Service (INS) criteria relating to physical health, mental health, capacity, criminal activity, and public-assistance reliance.

Following the passage of IRCA, almost three million aliens nationwide applied for ELA status. In Florida, over 154,000 applied.

The U.S. Congress authorized and appropriated funding for State Legalization Impact Assistance Grants (SLIAG) to help local and state

(continued on page 2)

ACE Network Clearinghouse recognizes exemplary programs

Fifteen of Florida's adult and community education programs have been identified by the ACE Network Clearinghouse as *exemplary programs* for 1991-92.

Thirty-two programs from throughout the state were nominated for review. The ACE Steering Committee met June 19-21 and narrowed this group of applicants to the fifteen selected.

The Florida ACE Network Clearinghouse, a funded project of the Bureau of Adult and Community Education (BACE), has proudly recognized the following recipients of the 1991-92 exemplary program awards:

Brevard Community College
- SEE (Specialized Employee Education) Program

Broward County
- Project WorkF.O.R.C.E. (see *Lifeline*, Summer 1991)

Hernando County
- Perfect Harmony (after-school program for the disabled)

Hillsborough County
- ABE/ESOL Learning and Language Center
- In-School Day GED Program

Indian River County
- Keep on Truckin'—A Preparation for the Commercial Drivers' License Exam

(see ACE on page 5)

193 BEST COPY AVAILABLE

(ACE continued from page 1)

Jackson County
- BAND (Businesses against Narcotics and Drugs)

Orange County
- Family Reading Pavilion

Palm Beach County
- District-Wide Community Education Special Project Fund
- Operation Second Chance (see *Lifeline*, June 1990)
- School-Age Child Care (SACC) Guidelines

Pinellas County
- Bridging the Gap: Workplace Literacy for Developmentally Disabled Adults
- Sunday School Project (see *Lifeline*, Spring 1991)

Sarasota County
- Carefree Learner Environmental Awareness

Seminole County
- Project PASS (Personalized Academic Success Strategies) (see *Lifeline*, this issue)

These programs were selected and recognized for their focus and quality—for being state-of-the-art and thus for promoting the adoption of best practices.

Awards will be presented to recipients at the ACEOF conference in September. Four programs have already been showcased at the (August) Twenty-fourth Annual Vocational, Adult, and Community Educators Conference.

Throughout the year, exemplary programs will be spotlighted at state, regional, and national conferences.

Abstracts that describe these exemplary programs, their target clientele, program objectives, and format may be obtained through the Florida ACE Network Clearinghouse, College of Education, Florida Atlantic University, P.O. Box 3091, Boca Raton, FL 33431-0991. A complete description of each exemplary program will also appear in the Florida ACE Network Clearinghouse Catalog of Exemplary Programs, to be distributed in January. Programs that have received awards in previous years will also appear in the new catalog.

Members of the ACE Network Steering Committee meeting on the Florida Atlantic University campus to make the selections included Eugene Stafford, director, Program Support Section, BACE; James Grant, department head, Secondary Education, Pensacola Junior College; Rory Morris-Richardson, supervisor, Adult and Community Education, Pinellas County Schools; Nell Lucas, director, Adult and Community Education, Palm Beach County Schools; Art Burrichter, director, Florida ACE Network Clearinghouse, Florida Atlantic University; Elizabeth Singer, dean, Adult and Community Education, Brevard Community College; Valerie Bryan, research assistant, Florida ACE Network Clearinghouse, Florida Atlantic University; Rochelle Kenyon; assistant principal, Adult and Vocational Off-Campus Centers, Broward County Schools; Chester Leathers, director, Community Education, Alachua County; and Steve Edwards, director, Adult Education, Flagler County Schools.

To obtain additional information about the clearinghouse and its products, contact Art Burrichter, director, or Valerie Bryan, project coordinator; telephone (407) 367-2346, FAX 367-2345.

—Contributor: Valerie Bryan (see above)

Committee members (clockwise from front left) Stafford, Grant, Morris-Richardson, Lucas, Burrichter, Singer, Bryan, Kenyon, Leathers, and Edwards

(Lipscomb continued from page 4)

through volunteer work, which will include tutoring children who need special attention. An avid traveler, she plans to extend her cultural range through frequent trips in this country and abroad. Friends and family will see more of her, especially a son in San Francisco and a daughter in St. Petersburg.

Lipscomb, a longtime sports fan and Seminole supporter, is scheduled to travel to Anaheim for Florida State University's first football game—and to attend every game of the season thereafter. More than a spectator, she also includes on her retirement agenda increased physical exercise, some of which she expects to get on the greens and fairways of the golf course.

And Lipscomb, who holds a doctorate degree in educational leadership from Florida State University, intends to enroll as a student again. In pursuit of an interest developed a few years ago, she plans to take courses in computer-assisted accounting.

Lipscomb, whose retirement took effect on July 31, was honored with a farewell luncheon. Her colleagues joined together to salute her with gifts, a certificate of appreciation, letters of congratulation, and words of praise.

Leatricia Williams, director of the Adult Education Section of the Bureau, presented two gifts on

(see Lipscomb on page 7)

BEST COPY AVAILABLE

Appendix F

Selected Administrative Documents and Committee Minutes

STUDENT DATA SHEET

COMMERCIAL DRIVER'S LICENSE

NAME _____ M ___ F ___

ADDRESS _____

CITY _____ ZIP _____

TELEPHONE NUMBER __ __ __ - __ __ __ __

DRIVER'S LICENSE NUMBER _____

WHERE DO YOU WORK? _____

WHAT TYPE OF WORK DO YOU DO? _____

WHAT TYPE OF VEHICLE(S) DO YOU DRIVE? _____

_____

HAVE YOU TAKEN THE CDL? _____

DID YOU PASS THE GENERAL KNOWLEDGE PART? _____

DID YOU PASS ANY OF THE SPECIAL ENDORSEMENTS? _____

IF SO, WHICH ONES? _____

SOCIAL SECURITY NUMBER __ __ __ - __ __ - __ __ __ __

BIRTHDATE ____/____/____ AGE _____

U.S. CITIZEN? YES _____ NO _____

RESIDENT ALIEN # _____ STATUS _____

MARITAL STATUS (CIRCLE ONE)

SINGLE MARRIED DIVORCED SEPARATED WIDOWED

ETHNIC GROUP (CIRCLE ONE)

BLACK HISPANIC WHITE OTHER

HIGH SCHOOL GRADUATE? YES _____ NO _____

LAST GRADE COMPLETED _____

TODAY'S DATE _____

SIGNATURE _____

(T.A.B.E. TESTING RECORD)

LOCATOR SCORES: READING _____ MATH _____

Testing Date MO	DY	YR	TABE FORM#	READ VOC.	READ COMP	TOT. READ

COMMENTS _____

_____

_____

TEACHER'S SIGNATURE _____

Hours Attendance

Month	TERM	199	199
May	SSI		
June			
June	SSII		
July			
August			
August	FALL		
September			
October			
November			
December			
January	SPRING		
February			
March			
April			
TOTAL			

LAST NAME _____ FIRST NAME _____

INDIAN RIVER COMMUNITY COLLEGE
REGISTRATION INFORMATION - ADULT EDUCATION
(AHS, GED, ABE, ESL)

Date _____

YEAR _____ **Semester: Fall** _____ **Spring** _____ **Summer I** _____ **Summer II** _____

Social Security Number ☐☐☐ - ☐☐ - ☐☐☐☐

Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐
(Last) (First) (Middle Maiden)

Permanent Address (all correspondence will be mailed to this address)

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ☐☐ ☐☐☐☐☐
(street address) (city) (state) (zip code)

Telephone ☐☐☐☐☐☐☐ **Sex** ☐ 1. Male 2. Female **Residency** 8 0 8 0
Area Code (Office Use Only)

Date of Birth ☐☐ - ☐☐ - ☐☐ Place of Birth _____ ☐☐
Month Date Year State Country (Office Use Only)

Admission Date - First Term enrolled for college credit ☐☐☐
(Office Use Only)

Entrance Status
☐ 1. High School Graduate 3. GED
2. College Transfer 4. Other

Ethnic Origin (required by US Dept. of HEW)
☐ 1. White 5. Black, non-Hispanic
2. Asian or Pacific Islander 6. Hispanic
3. American Indian or Alaskan Native

Citizenship ☐ 1. U.S. Citizen 2. Resident Alien #_____ 7. Other Foreign

Are you a high school graduate? _____ Date graduated _____
High school graduated from _____
City _____ State _____
Did you receive a GED? _____ Date received _____
☐☐☐☐☐☐
(Office Use Only)

Classification [7] Non Degree Seeking

GOAL CODE 7 **MAJOR CODE** 99999

Please select the Goal Code which best describes the reason for your taking each course.
A. Achieve basic literacy (A.B.E. or E.S.L.)
B. To earn a high school diploma or its equivalent (G.E.D. or A.H.S.)

Title of Course Number	Section	Goal Code
1.		
2.		
3.		
4.		
5.		

How did you you learn about this course these courses?
_____ a. Via an advertisement
_____ b. from friends relatives
_____ c. from an employer
_____ d. other (please list _____)

1. Are you currently employed?
_____ yes _____ no
2. If yes, from the list to the right circle the number of your occupation. (1-7)

_____
Student's Signature

_____
Counselor's Signature

OCCUPATION	EXAMPLE
1. Agriculture	Landscaping
2. Distributive	Advertising, sales, hotel & restaurant management
3. Health	Nursing, x-ray technician, EMT
4. Home Economics	Homemaking, child care, clothing and textiles
5. Office	Business, data processing, secretarial
6. Trade and Industrial	Electronics, mechanics, construction, metal-working, drafting, A.C. repair
7. Public Service	Fire, science, law enforcement, social work, teacher's aide

IRCC 499 (Rev. 3/91)

"KEEP ON TRUCKIN'"

STUDENT NAME: _____

MODULE NUMBER/NAME	PRE-TEST SCORE-DATE	POST-TEST SCORE-DATE
2.1 VEHICLE INSPECTION		
2.2 BASIC CONTROL OF YOUR VEHICLE		
2.3 SHIFTING GEARS		
2.4 SEEING		
2.5 COMMUNICATING		
2.6 CONTROLLING SPEED		
2.7 MANAGING SPACE		
2.8 DRIVING AT NIGHT		
2.9 DRIVING IN WINTER		
2.10 DRIVING IN VERY HOT WEATHER		
2.11 MOUNTAIN DRIVING		
2.12 SEEING HAZARDS		
2.13 EMERGENCIES		
2.14 SKID CONTROL AND RECOVERY		
2.15 ACCIDENT PROCEDURES		
2.16 FIRES		
2.17 STAYING ALERT AND FIT TO DRIVE		
2.18 HAZARDOUS MATERIALS RULES FOR ALL		
SPECIAL ENDORSEMENTS		
3. TRANSPORTING CARGO SAFELY		
4. TRANSPORTING PASSENGERS		
5. AIR BRAKES		
6. COMBINATION VEHICLES		
7. HAZARDOUS MATERIALS		

Site		Instructional Components
St. Lucie County		
Main Campus -- IRCC		ABE/GED/ESL/CDL
Monday - Friday	8:00 a.m. - 3:00 p.m.	
Monday - Friday	5:30 p.m. - 9:30 p.m.	
Prima Vista -- IRCC		ABE/GED/ESL/CDL
Monday - Friday	8:00 a.m. - 1:00 p.m.	
	6:00 p.m. - 9:00 p.m.	
Lincoln Park School		ABE/GED/CDL
Monday - Thursday	7:00 p.m. - 9:00 p.m.	
Windmill Point Elementary		ABE/GED/CDL
Monday - Thursday	7:00 p.m. -9:00 p.m.	
St. Lucie Correctional Institution		ABE/GED/CDL
Tuesday and Thursday	9:00 a.m. - 11:00 a.m.	
New Horizons		ABE/GED/CDL
Tuesday and Wednesday	1:00 p.m. - 3:00 p.m.	
First Baptist Church -- Orange Avenue		ESL/CDL
Monday and Wednesday	9:30 A.M. - 11:30 A.M.	
Monday - Thursday	7:00 p.m. - 9:00 p.m.	
St. Anastasia School		ESL/CDL (Spanish)
Monday - Thursday	7:00 p.m. - 9:00 p.m.	
Department of Transportation -- IRA		Workplace Literacy
Tuesday and Thursday	8:00 a.m. - 10:00 a.m.	
Garden Terrace -- HA		ABE/GED
Monday - Friday	8:00 a.m. - 12:00 p.m.	
Salvation Army -- Orange Avenue		ABE/GED/CDL
Monday and Wednesday	1:00 p.m. - 3:00 p.m.	
Okeechobee County		
Okeechobee Site -- IRCC		ABE/GED/ESL/CDL
Monday - Thursday	8:00 a.m. - 8:00 p.m.	
Friday	8:00 a.m. - 4:00 p.m.	
Wednesday	8:00 a.m. - 10:00 p.m.	
Okeechobee County Sheriffs Department		ABE/GED
Monday - Wednesday	7:00 p.m. - 10:00 p.m.	

ABE – Adult Basic Education
GED – General Educational Development
ESL – English as a Second Language
CDL – Commercial Driver's License

MINUTES
WORKPLACE LITERACY GRANT--CDL
February 13, 1991

ATTENDANTS: André Hawkins, Robert Moses, Dottie Vandegrift, Elizabeth Mayer, Kay Green, Janet Small, and Dale Jenkins.

General information and review of grant which is to commence March 1, 1991, were presented by Hawkins and Moses.

MAJOR POINTS:

1. Our grant is one of 35 awarded nationwide--3 in Florida (IRCC, Miami-Dade, and Brevard CC).

2. EDGAR guidelines must be followed. Copy of EDGAR handbook in Moses' office. An external evaluator will be selected and contracted within 60 days of 3/1/91. Process to be handled by Hawkins and Vandegrift.

3. Statement that reads in part, "funded by the U.S. Department of Education," must be on all printed materials (fliers, press releases, Vol. II of Special Endorsement modules, etc.) and mentioned during any type of public presentation.

4. Hawkins will meet with Isenberg to set up DACUM course for Vandegrift, Mayer, Jenkins, teachers, etc. Possibility of 1 credit (Staff Development) to be used toward certificate renewal.

5. All participants should make calendar entries to ensure hours spent on CDL are documented. Example: ½ hours for today's meeting.

6. **IMPLEMENTATION SCHEDULE** was discussed.

7. There will be periodic audits, probably at the federal level.

8. We cannot freely change any grant plans without approval.

9. All In-Kind information goes to Green for keeping.

10. Mayer and Jenkins will identify teachers and aides for project. Names to be given to Vandegrift for contract code number changes to be effective March 1, 1991.

11. Jenkins will schedule meetings with Industry partners in March.

12. Jenkins will meet with supervisor at DMV to see if there is a way to obtain information concerning pass/fail of CDL applicants.

13. Moses stated that Mary Ann Hines will be available to take minutes at any subsequent meetings.

Meeting adjourned at 12:30 p.m.

MINUTES
WORKPLACE LITERACY GRANT--CDL
April 22, 1991

A meeting of the Workplace Literacy Grant--CDL support personnel was held on April 22, 1991, at 2:00 PM in Room A-215.

Those in attendance were:
André Hawkins, Robert Moses, Dottie Vandegrift, Dr. Elizabeth Mayer, Janet Small, Dale Jenkins and Maryanne Hynes as recording secretary.

MAJOR POINTS:

1. Leatricia Williams, Division of Vocational, Adult and Community Education, is one of the candidates being considered for the Outside Evaluator for the project. Obviously guidelines according to EDGAR will be followed before a final decision is made.

2. A sample DACUM chart was distributed. Dr. Isenburg will handle this detailed task and will try to streamline the process. Needed now are names of people participating. Tasks will be assigned and persons responsible assigned. A discussion was held on whether the DACUM process be set up as a one credit course, the cost of which could be considered in-kind. A. Hawkins will discuss with Dr. Isenburg.

3. Dale Jenkins and Andre Hawkins will attend a meeting in Washington, DC next week. The US Department of Education holds two workplace meetings--an orientation at the beginning of the grant period and a second meeting at the end of the periods. They will be informal participants. Some monies for the trip will come from the grant, some will come from SPD, again t be considered in-kind.

4. A letter from the US Department of Education has been received offering their assistance as we progress through the grant period. A copy of the letter was distributed.

5. Budget: An explanation of the number of people submitted for payroll was given. The grant has a total hour allotment for aides. This time can be divided into several people. We can exceed the number of people specified in the grant, but not the total hours allotted. The equipment has been ordered; supplies have not been ordered.

6. A copy of the Workplace Literacy--CDL program flyer was shown. R. Moses will take copies with him to the JSEC meeting on Thursday, if he attends.

7. D. Jenkins and A. Hawkins will set up meetings beginning next month with industry people to update them on the progress of the grant. Bill Klein will be contacted regarding the best method for contacting these people.

8. Other groups have expressed an interesting the Workplace Literacy Program. D. Jenkins will meet next week with the District 4 DOT to discuss plans. The City of Fort Pierce Utilities contacted Dale and she will go out next week to begin testing.

9. Ways to disseminate information to others for possible participation were discussed. Some methods were:

   a. contact JSEC members
   b. contact Tom Gallagher, Insurance Commissioner, in Tallahassee
   c. contact Bill Klein for additional contacts
   d. contact local insurance agencies

10. On June 5 at 7:30 PM at Lincoln Park there will be a ceremony for participants in the Workplace Literacy--CDL program. Certificates of participation and certificates of completion will be awarded.

The next meeting of the Workplace Literacy CDL support personnel will be held on May 30, 1991, at 2:00 PM in Room A-215.

There being no further discussion, the meeting was adjourned at 3:00 PM.

MINUTES
WORKPLACE LITERACY GRANT--CDL
February 26, 1992

(Please note change of location for next meeting on page 2.)

A meeting of the Workplace Literacy Grant--CDL support personnel was held on February 26, 1992, at 3:00 PM in the Office of Applied Science and Technology.

Those in attendance were:
André Hawkins, Dale Jenkins, Robert Moses, Janet Small, Dr. Elizabeth Mayer, and Maryanne Hynes as recording secretary.

ANDRÉ:

1. André showed the Committee an article from the ***Miami Herald***. It emphasized the deadline for the CDL, the $1,000 fine and/or year in jail, and the fact that law enforcement officers will be checking licenses. The article also stated that most drivers were "in no hurry" to get their licenses. This attitude is both a concern and puzzlement to state officials and our Committee.

2. André will check with Sarah Newcomb regarding an extension of any carry-over funds due to lower than expected program participation to date.

3. It was re-emphasized that anything published regarding "Keep on Trucking" must include the appropriate federal funding statement. André stated that we do not need to be as specific in new releases, but on printed publications, it must appear.

4. Kendall-Hunt Publishers continues to be a concern as their marketing efforts are not to their promise of state- and nation-wide promotions. Also, they will not be attending the Florida Literacy Conference in West Palm Beach in March. There are presently 200 books unsold; if they remain at the end of two years, our agreement states that we will have to buy them back.

DALE:

1. Leatricia Williams visited IRCC on January 30 and 31. Some of her suggestions for our CDL program included:

   a. develop a new, simpler flyer. Dale showed the Committee a draft of a new flyer presently being printed. It was suggested that an additional flyer be printed in Spanish. Dale will pursue.

b. target minority businesses. Dale got listing of local minority businesses but was informed that she would have a difficult time with them because she was not a minority and was a female.

c. realign personnel. The program has hired a black woman, Yolando Griffin, who will part-time work with Randy Rollyson in the community. Funds for mileage have been approved through the grant.

d. train other providers as part of our cooperative arrangements. Dr. Deal spoke with Indian River County, and they will allow us to come and to interest people in attending classes in the County. Indian River will start the classes, they will get the FTE, and we will get the student count for our program. Dale will meet with Gordon Popple on February 27 to go over details.

e. use follow-up instruments as feedback mechanisms. Leatricia will send us some samples that we can adapt for our program.

f. develop a staff development handbook for teachers. This will enable us to meet part of our program objectives.

g. continue to follow-up on completers with the Division of Motor Vehicles.

h. develop a model checklist for teachers.

i. perhaps we can amend the number served as we are limited to St. Lucie and Okeechobee Counties.

*Leatricia will visit our CDL program again on May 18 and 19 at which time she will visit the sites.

2. Dale went to Okeechobee on February 5 to meet with Karen Kuhlwind and Kay Mullins. One group from Glades Gas has been tested. Our program is slow in Okeechobee, but Kay Mullins' classes remain successful.

3. Dale went to the Martin County Career Fair on February 13. RUMAC Trucking School from Stuart was there. They have a 6-week, 5-day/week course for a cost of $3,750. Applicants must TABE test at 5th grade level. Dale asked that they refer all applicants above 5th grade level to our CDL program. They did make one referral, a man from West Palm Beach. Dale noted there are no CDL classes in West Palm Beach and that travel to our program would be difficult.

4. Delores Michaelski, Palm Beach Adult/Community Education, saw our article in the ACE Network Clearinghouse book and requested information on our program. Dale sent information, a sample model, and mentioned our publisher. Delores said they are not ready to pursue anything at this time.

5. The CDL program at St. Anastasia's is going well with 17 students.

6. Publicity for our program includes articles in the Pioneer ***Post***, ***Tribune***, ***Chronicle***, as well as spots on the **Okeechobee News** and **WQCS** and **WOVV** radio. Dale will ask Public Information to re-release news of the program, emphasizing the April 1 deadline.

7. The Florida Literacy Conference will be held March 10-12 and will be held March 10-12 and will include many workplace literacy sessions. Bill Klein will participate on a businessman's panel along with many other distinguished business and educational representatives.

8. Dale will go to Fort Lauderdale on March 13 to present the Department of Transportation's BEST program to other Florida DOT districts and to a representative from the Tallahassee DOT office.

9. Graduation ceremonies for the DOT/BEST participants will be on March 19 at 8:00 AM at the Indian River Academy.

10. Dale spoke with Jim Rowell, the CDL Coordinator in Tallahassee. It is estimated that 268,000 people need to get a CDL; however, only 129,000 have received the license. There is a 78 percent failure rate. Mr. Rowell sent Dale some flyers that can be used in conjunction with our program flyers.

JANET:

There is $400 available in the Supplies Fund. This will be used, in part, to cover cost of the flyers and other printing.

Tabulation of the time value of in-kind services to date: of $90,000 required, we are presently at $29,346 (or approximately one-third). For in-kind services with outside agencies (Dale's speaking to groups), of $27,800, we are at $5,425. A discussion followed regarding completion of time sheets and meeting in-kind goals.

There being no further business, the meeting adjourned. **The next meeting of the CDL group will be held on Wednesday, April 1, 1992, at 3:00 PM in the Martin Room.**

MINUTES
WORKPLACE LITERACY GRANT--CDL
April 1, 1992

A meeting of the Workplace Literacy Grant--CDL support personnel was held on April 1, 1992, at 3:00 PM in the Martin Room.

Those in attendance were:
Dale Jenkins, Janet Small, Dr. Elizabeth Mayer, and Maryanne Hynes as recording secretary.

DALE:

1. Dale received a request from Dr. Valerie Bryan, Project Coordinator for ACE Clearinghouse Network, for an update on our project. She will use the updated information on a traveling exhibit she takes to meetings and conferences.

2. Dr. Mayer and Dale went t the Florida Literacy Conference March 11-13 in West Palm Beach. Dale attended several literacy sessions at the conference. Bill Klein sat on a businessmen's panel, sponsored by the Florida Chamber of Commerce. He did an excellent job of promoting our project, stating how well we are working with agencies, the community, and others. As a result, Dale received four requests for curriculum information from state educators.

3. Dale received a request for copies of our curriculum from Anita Rogers, Executive Director of the Florida Literacy Coalition. Also, Dr. Valerie Bryan requested copies of the curriculum for her files.

4. The March 1992 issue of "Community" mentioned adult literacy programs twice. One item mentioned the program with the Fort Pierce Utilities and Florida Department of Transportation. The second mentioned the CDL program.

5. Dale distributed copies of the simplified program flyer. This flyer was produced as a direct result of Leatricia Williams' suggestion at her recent visit.

6. The CDL program enrolled six new students last week.

7. Dale distributed copies of two articles from the March 20, 1992, ***Miami Herald***. The article mentions the number of estimated licenses needed in-state and the fact that truckers are waiting until the last minute to take their tests. This is causing a delay for other people seeking their licenses.

8. Publicity: The CDL program has been mentioned in several local newspapers through March.

9. Dale went to Vero Beach where they are starting a CDL program under their Tech Prep guidelines. For grant purposes, we will be able to count these people because they are using our curriculum. to date, we have not received their numbers.

10. Because we will not meet the numbers served as specified in the grant, we may have to amend the grant. André will follow this up with Washington.

11. Dottie Vandegrift received a letter from Wes Burnham, Kendall-Hunt Publishers. Tally of books sold to date:

    IRCC: 30 of each book. Outside sales: 36 of the first edition; 31 of the second. Kendall-Hunt will be at the FDEA Conference but was not at the Literacy Conference.

12. For the summer, we will not hold classes at Lincoln Park Academy or St. Anastasia. Dale will look for space on campus for evening classes, if they make.

13. The Literacy group, Department of Transportation, had a great ceremony on March 19. They graduated one person. The third part of their curriculum will involve forms and their completion. Dale will move one teacher and combine two classes as there are 15 students.

14. Dale will speak to the St. Lucie County Personnel Association on April 22 about the CDL and Workplace Literacy programs in an effort to get other workplace literacy courses in other businesses. It was noted that people are reluctant and participation comes when employers back the literacy programs and allow training of their employees. Dale felt that the personnel people could assist in this manner.

15. We must have completed the DACUM module by the end of April because Leatricia Williams will return to IRCC on May 17 and 18. André will schedule.

16. Dale has two people currently working outreach with flyers and brochures, speaking to supervisors.

JANET:

1. Salaries: we are on target for instructors' salaries to date.

2. Supplies and printing: there is $380 available.

There being no further business, the meeting adjourned. The next meeting of the CDL group will be held on Wednesday, May 6, 1992, at 3:00 PM in Room A-215.

MINUTES
WORKPLACE LITERACY GRANT--CDL
August 12, 1992

A meeting of the Workplace Literacy Grant--CDL support personnel was held on August 12, 1992, at 3:00 PM in Room A-111.

Present: Dale Jenkins, Janet Small, Dr. Elizabeth Mayer, and Maryanne Hynes as recording secretary.

André discussed the following items:

1. Information has been received on the National Workplace Literacy Close-Out Conference to be held in Arlington, Virginia on September 9-11. It was requested that one of our partnership members be invited to attend; Bill Klein was asked and has accepted. Funds will be mae available for his travel expenses. In advance of the conference, Dale and Bill will write a summary statement concerning our project and forward it to the conference committee.

2. André is drafting a request to Ton Pugsley, Chief of Program Services in Washington, for a no-cost extension beyond the end of the grant period to cover the travel expenses to the Close-Out Conference. Also included will be a request to extend Dale's salary until September 30 at an adjusted rate of pay.

3. The 90-day grant reporting deadline was discussed as it relates to the extension. André felt that the deadline will be adjusted based on what is discussed at the Conference as well as Leatricia's final evaluation of our project. It was the consensus of the group that the 90-day deadline should be sufficient to close out the grant.

Dale updated the committee on the following items:

1. When Leatricia last visited on June 22-23, she met with the Treasure Coast Literacy Coalition (volunteers and eduational personnel) and encouraged them to apply for a 323 grant. During her visit she also requested that Dale develop a demographic profile for the grant (included as part of the minutes). As an update to the profile, a total of 267 students have been served. Leatricia developed a form, "Criteria for Evaluating National Workplace Literacy," and used it as a guideline to evaluate our progject. After comparison between Dale's and Leatricia's evaluations, our project seems to be "on target." Dale and the other committee members re-emphasized their pleasure at working with Leatricia. The project participants have been very impressed with her enthusiasm, helpfulness, and supportive guidance.

2. The summer CDL classes met on campus rather than at Lincoln Park Academy, and this ocation seemed to work out well. Dale showed the committee an article from the July 5, 1992 issue of ***The Tribune*** on the CDL program.

3. The final CDL ceremony will be held on Monday, August 17, in the Koblegard Student Union. Response to the ceremony has been slow, and Dale and staff are following up by telephone to invite participants. A press release has been given to Public Information to review and forward to the newspapers.

4. A final list of our CDL participants was given to the Division of Motor Vehicles to cross-check for number of licenses issued. Dale stated that the DMV has been very helpful in assisting us with documentaion of completers.

5. After the end of the grant period, students wishing to enter CDL training will be handled on an individua basis at Lincoln Park Academy. Dean Gordy and IRA will also offer classes starting in October. Dale will make referrals to these programs. The sites still have all the instructional materials for those students who wish to study on their own as well.

6. Leatricia will be at IRCC on August 17-18 for her fourth visit. Dale will suggest that Leatricia's final visit be arranged for September 29-30. If the dates are acceptable, the final grant meeting will be held at 9:00 a.m. on September 30 to allow Leatricia to participate. Dale will confirm and notify committee members.

Update on other Workplace Literacy programs:

1. A new curriculum has been written by Florida State University for the Department of Transprtation called B.E.S.T./ADVANCE. Indian River Academy will be the site for the classes.

2. Dale receied a telephone call from Fort Pierce Utilities. After cancellation of classes last May, they are again pursuing the possibility of restarting them. Dale will follow up with them to see if they can generate interest for the program.

3. IRCC has written a program on pesticides for Bill Klein. Several writers went to the groves tosee how to relate instruction to actual working procedures. The program is finished, eing proofread, an should be in place this fall.

4. Dale received a call from Robert Guy from ALPA (Agriculture Labor and Program, Inc.). Coca Cola Foods asked Mr. Guy to evaluate their St. Lucie and Okeechobee Counties workers. Out of 480 tested, 340 were below eighth grade leel (mostly Hispanics). Dale will meet with Mr. Guy on August 25 to discuss a possible workplace literacy program.

5. September is Literacy Month. September 8 is International Literacy Day. Dale discussed an announement received from John Lawrence regarding a specia telecast to be broadcast on September 21 (see attached). We have been asked to help promote the broadcast. Some of the Harvester parners will have promotions for workplace liteacy, and St. Lucie Learn To Read is holding a walk-a-thon. Indian River County will have library displays during the month.

6. Dale distributed a pamphlet "An Employer's Guide to Education in the Workplace." The pamphlet gives informaton on workplce literacy and highlights Florida's involvement.

Janet Small gave the following overview on budgetary items:

1. Consumable Supplies has a balance of $136.08 remainng. Dale will order materials and supplies for he remainder of the program.

2. Dale's salary will now be paid through September 30 rather than September 1. A discussion followed regarding a change in payroll status for Dale scheduled to begin Septemer 1. André will request that funds be made available to pay Dale at her new rate for the remainder of the grant period.

3. The travel fund is nealy expended. Adjustments from other categories will be used to cover the extension perios and the trip to Virginia for Dale and Bill Klein.

4. Janet reminded project participants that in-kind sheets are due.

There being no furher business, the meeting was adjourned at 4:30 p.m.

"Keep on Truckin'" Demographic Profile
as of June 22, 1992

Total Students	259
Males	229 or 88%
Females	30 or 12%
Average age	40 years

White	54 or 21%
Black	112 or 43%
Spanish	61 or 22%
Haitian	31 or 12%
Arabic	1 or .3%

Harvesting	77
City	31
Construction	17
Trucking	14
Landscaping	9
Gas Company	9
Schools/Day Care	8
Pesticides	4
Miscellaneous	6
Unemployed	84

Average # School Grades Completed	8 years
No Schooling or less than 3 Years	56 students or 5%
Number of Students Unable to Test	144 or 56%
Number of Students Able to Test	115 or 44%
Average Reading Score (TABE)	5th Grade
Passed CDL (as of 05/92)	51%

MINUTES
WORKPLACE LITERACY GRANT--CDL
September 30, 1992

A meeting of the Workplace Literacy Grant--CDL support personnel was held on September 30, 1992, at 9:00 a.m. in the Library Conference Room.

Present: Dale Jenkins, Dottie Vandegrift, André Hawkins, Dr. Elizabeth Mayer, Janet Small, Maryanne Hynes, recording secretary, and Leatricia Williams, the external evaluator.

A draft copy of Leatricia William's "Program Evaluation Report" was distributed to the committee. Leatricia and Dale have reviewed this document in great detail. André noted that the DACUM report is currently at the Print Shop. The new DACUM pages will replace the DACUM pages in the draft copy. André also stated that Leatricia's report showed good program progression from beginning to the final completion stage.

Dale highlighted the following items:

1. Copies of two news releases were distributed. These releases appeared in local papers during the summer.

2. The final ceremony was held on August 17 in the KSU Study Lounge with Leatricia Williams in attendance. Seventy-five invitations were sent; 20 participants and their families attended the ceremony. Plaques were given to Iren Katra, a teacher; two program aides; and Bennie Clark, supervisor of Lincoln Park Academy, for their participation in the program.

3. A demographic updte with final program information was distributed. The update is included as part of the minutes. Leatricia will also include this update in chart/graph form in her final evaluation report.

4. Closeout conference information was distributed. This tabulated information was compiled from the September 9 Washington, D.C. meeting. Dale noted that total figures for all programs and our porgram figures were very close.

5. Dale also highlighted some conference items. The conference allowed for input into how other conferences should be held. A mid-term conference for program directors was suggested for future projects to review problems, etc. Dale noted that future funded workplace literacy projects may be changed to a three-year implementation period to allow for better program information and follow-up. Future projects may have a three-month period prior to the project date without any matching funds in order to allow programs to be fully functional at start-up.

6. Bill Klein was very supportive of our program during the Washington conference. In response to a question concerning Hurricane Andrew, Mr. Klein indicated to participants

that because of the CDL program, he had drivers with trucks able to deliver water to hurricane victims.

7. The ACE Report was received from FAU. Last year our CDL program won two awards. From the survey of last year's program, it was noted that Dale made 18 presentations with 595 participants during an 18-month period. Three hundred twenty (320) requests for program information were solicited, and 11 agencies adopted our program.

8. Valorie Bryan, Project Coordinator for ACE, stated that after her return from conferences in Kentucky and Alabama, she noted that two programs, the PEG program and our CDL program, were the ones most often requested for program information. Leatricia Williams highlighted the PEG program, stated that it provides educatonal assistance to first-time offenders as part of their probation requirements. Leatricia also noted that ACE is a Florida program but is often used as a moel in other states.

9. The "Lifeline Adult and Continuing Eduaiton" newsletter contained articles about the CDL program and the receipt of the Pioneer Award by IRCC's Developmental Eduaiton Department. Another article mentioned Leatricia Williams and the state of Florida. Leatricia reviewed the evolution of the newsletter from its beginning to its present format. She also noted that hte present newsletter has won several awards. Several committee members commended Leatricia and the newsletter.

10. Final program requirements have been received. A final peformance report is to be written by Dale with additional input from other committee members. Also required, a final financial report and Leatricia's evaluation. Reports are due by the end of December, 90 days afte project completion. Dale discussed the number of copies and their distribution. Leatricia noted that many of the required responses in the performance report have been dealt with in her evaluation report, therefore, the final report should not be too difficult.

Leatricia highlighted several items from her evaluaton report:

1. There will be several changes made to the draft copy--some additions, strengthening of some narrative, and an enhancement to the closing comments.

2. Several pages in the final report will be done in color to enhance the total impact.

3. The report will be written in a positive manner--how well we sered the population who attended classes, the determination of the program personnel, and the opportunity the grant gave to those who wanted to participate.

4. After the grant completion, IRCC should stress the ongoing nature of the program. People wishing to acquire their Commercial Drivers License will still be served on an individual basis. Dottie Vandegrift also mentioned that the CDL program is included in the Spring tabloid of classes.

5. IRCC should use those people who took the TABE test and could not pass it as a base for follow-up on additonal literacy courses.

Janet Small thanked André for getting the extension for use of project funds. She also noted tha most grnat monies have, or will be, expened within the project timeline. Janet further stated that all in-kind sheets should be completed through the end of the grant period.

André thanked everyone for their participation in the program, and he thanked Leatricia for her work as the external evaluatior.

There being no further business, the meeting was adjourned at 10:00 a.m.

"Keep on Truckin'" Demographic Profile
as of August 31, 1992

Total Students 267

Males 237or 89%

Females . . . . . 30 or 12%

Average age . . . . . .40 years

White . . . . . 57 or 21%

Black . . . . . 112 or 42%

Spanish . . . . . 62 or 23%

Haitian . . . . . 35 or 13%

Arabic . . . . . 1 or .3%

Harvesting . . . . . 82 or 31%
City . . . . . 31 or 12%
Construction . . . . . 17 or 6%
Trucking 14
Landscaping . . . . . 9 or 3%
Gas Company . . . . . 9 or 3%
Schools/Day Care . . . . . 8 or 3%
Pesticides . . . . . 4 or 1%
Miscellaneous . . . . . 6 or 2%
Unemployed . . . . . 87 or 33%

Average # School Grades Completed . . . . . 8 years

No Schooling or less than 3 Years . . . . . 56 students or 21%

Number of Students Unable to Test . . . . . 144 or 55%

Number of Students Able to Test . . . . . 120 or 45%

Average Reading Score (TABE) . . . . . 5th Grade

Passed CDL (as of 05/92) . . . . . 132 or 51%

Passed CDL as of 08/92) . . . . . 153 or 57%

Number unable to take TABE who passed CDL test . . . . . 64 or 42%
Number below 4th grade level on TABE who passed CDL . . . . . 21 or 14%
Number above 4th grade level on TABE who passed CDL . . . . . 68 or 44%

"Keep on Truckin'" Instructional Modules
Adoption Listing

Alachua County Library District
Technical Services
401 East University Avenue
Gainesville, Florida

The Baker & Taylor Companies
501 South Gladiolus Street
Momence, Illinois

The Baker & Taylor Company
50 Kirby Avenue
Somerville, New Jersey

Brevard Community College
1519 Clearlake Road UC-147
Cocoa, Florida
Attn: Anita Moore

Business Education and Conference Center
3554 Whitebear Avenue
White Bear Lake, Minnesota

Jacksonville Electrical Authority
6727 Broadway Avenue
Jacksonville, Florida
Attn: Mel Whitehead

Lee County Literacy Council
1735 Jackson Street
Fort Myers, Florida
Attn: Florence Robinson

Leon County School Board
2757 West Pensacola Street
Tallahassee, Florida

Naples Adult Learning Center
550 11th Street North
Naples, Florida
Attn: Trudy Christian

Mill Creek Books
6801 Dixie Highway
Louisville, Kentucky

Polk Community College
999 Avenue H Northeast
Winter Haven, Florida

Santa Rosa County School Board
603 Canal Street
Milton, Florida

Sarasota County School Board
1434 Myrtle Street
Sarasota, Florida

Southeast Florida Adult Literacy Center
11380 Northwest 27th Avenue
Miami, Florida
Attn: Emma Duffie

Appendix G

Flyers, Announcements, and Memoranda

IRCC
INDIAN RIVER COMMUNITY COLLEGE

Keep on truckin'

If you are a driver who

- ☐ drives a vehicle that weighs 26,000 pounds or more;
- ☐ transports more than ten school children;
- ☐ transports placarded hazardous materials; or
- ☐ transports more than 15 passengers, including yourself;

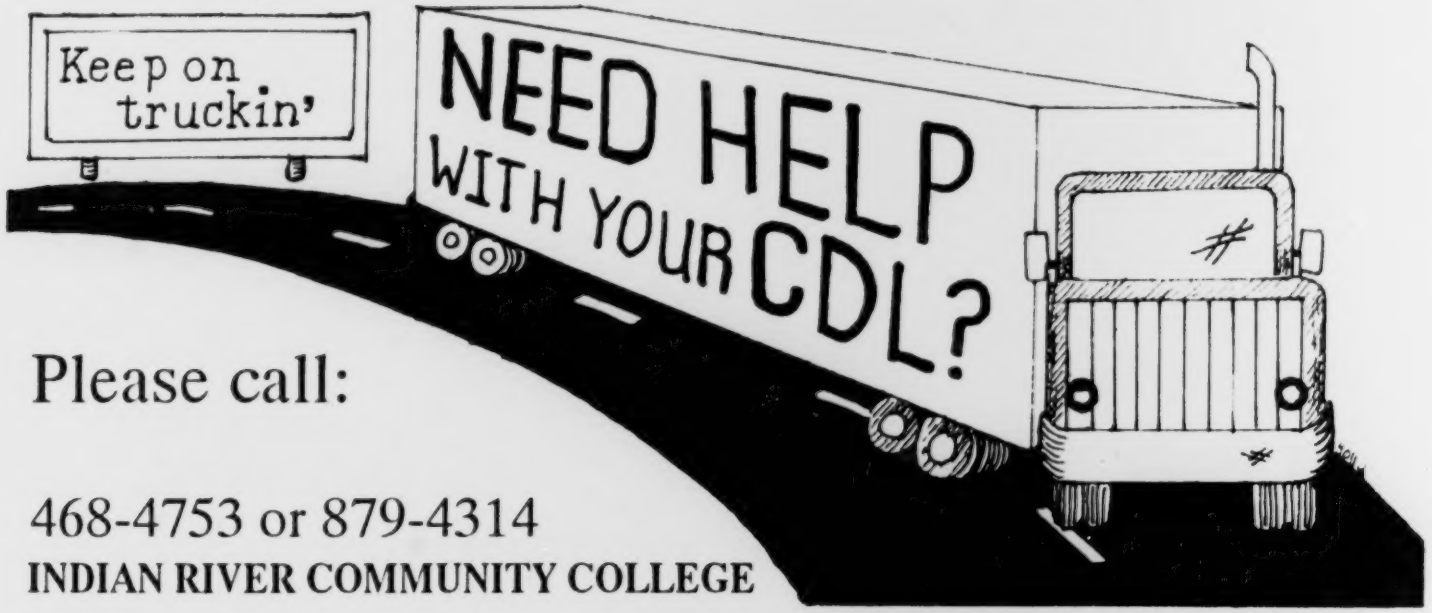
then you must take and pass the new Commercial Driver's License Exam.

MAIN CAMPUS-	Building R, Room 212 Monday through Friday, 8 am - 3 pm Monday through Thursday, 5:30 pm - 9:30 pm
LINCOLN PARK ACADEMY-	1806 Avenue I Monday and Wednesday, 7 pm - 9 pm
PORT ST. LUCIE CAMPUS-	200 S.W. Prima Vista Monday through Friday, 8 am - 1 pm Monday through Thursday, 6 pm - 9 pm
DIXON HENDRY CENTER-	Okeechobee Monday through Thursday, 8 am - 8:30 pm Friday, 8 am - 5 pm

Please call 468 - 4753 or 879 -4314 for more information about the Commercial Driver's License Program

This project is supported, in part, by a National Workplace Program grant from the U.S. Department of Education. This Federal program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations.

INDIAN RIVER COMMUNITY COLLEGE



Please call:

468-4753 or 879-4314

INDIAN RIVER COMMUNITY COLLEGE

MAIN CAMPUS
Building R, Room 212
Monday through Friday, 8 a.m. - 3 p.m.
Monday through Thursday, 5:30 - 9:30 p.m.

PORT ST. LUCIE CAMPUS
200 S.W. Prima Vista
Monday through Friday, 8 a.m. - 1 p.m.
Monday through Thursday, 6 - 9 p.m.

LINCOLN PARK ACADEMY
1801 Avenue I
Monday and Wednesday, 7 - 9 p.m.

DIXON HENDRY CENTER
Okeechobee
Monday through Thursday, 8 a.m. - 8:30 p.m
Friday, 8 a.m. - 5 p.m.

Free Classes!

This project is supported, in part, by a National Workplace Program grant from the U.S. Department of Education. The federal government finances 60 percent, or $193,169, of program costs, with the remaining cost incurred by IRCC. This federal program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships between business, industry, or labor organizations and educational organizations.

Appendix H

Selected Listing of Program Participants and Employers Interviewed

Selected Employers of CDL Participants Interviewed Randomly

Armelline Express Lines, Inc.
3446 Southwest Armellini Avenue
Palm City, Florida

Arapahoe Citrus Management
13300 Okeechobee Road
Fort Pierce, Florida

Burnac Produce, Inc.
5900 Peacock Road
Port St. Lucie, Florida

Charles Redi-Mix Concrete Company
Glades Cut-off Road
Fort Pierce, Florida

City of Fort Pierce
100 North U.S. #1
Fort Pierce, Florida

Coca Cola Foods
714 Minute Maid Road
Fort Pierce, Florida

Coe Taxi Cab Service
2311 Avenue D
Fort Pierce, Florida

East Coast Sod Landscaping
10700 Okeechobee Road
Fort Pierce, Florida

Florida East Coast Railroad Company
353 Florida Avenue
Fort Pierce, Florida

Fort Pierce Utilities Authority
206 South 6th Street
Fort Pierce, Florida

Gray Taxi Service
1311 North 25th Street
Fort Pierce, Florida

Hawkins Paving Company
4665 South 25th Street
Fort Pierce, Florida

Indian River County School Board
1990 25th Street
Vero Beach, Florida

Indian River Exchange Packers
7355 Southwest 9th Street
Vero Beach, Florida

Indian River Sheriff's Department
4055 41st Avenue
Vero Beach, Florida

Inland Fruit Company
2020 Colonial Road
Fort Pierce, Florida

JC Metal Spinning
2701 Industrial Avenue #3
Fort Pierce, Florida

Louden Bonded Pools
4306 South U.S. #1
Fort Pierce, Florida

Parnell-Martin Company
602 South 5th Street
Fort Pierce, Florida

Pesticide Chemical Company
3899 Orange Aenue Extension
Fort Pierce, Florida

Plant Haven Wholesale Nursery
10300 West Midway Raod
Fort Pierce, Florida

Ranger Construction Industries
4510 Glades Cut-off Road
Fort Pierce, Floria

St. Lucie County School Board
2909 Delaware Avenue
Fort Pierce, Florida

St. Lucie County Public Works Department
2300 Virginia Avenue
Fort Pierce, Florida

Synergy Gas Company
1001 South U.S. #1
Fort Pierce, Florida

TLC Preschool, Inc.
1899 Barber Street
Sebastian, Florida

Trees, Inc. (Indian River County)
7895 134th Street
Sebastian, Florida

Tri-County Feed and Farm Supply
5080 South U.S. #1
Fort Pierce, Florida

Vernon Dixon Trucking Company
2410 Avenue D
Fort Pierce, Florida

Turner Builders
460 21st Court
Vero Beach, Florida

Yale Hobby Manufacturing Company
3896 Selvitz Road
Fort Pierce, Florida

Treasure Coast Harvesting Association, Inc.

Allen, Moses
2906 Dunbar Street
Fort Pierce, Florida 34950
Phone: 461-2569 or 468-5187

Becker Indian River Fruit Company
Post Office Box 1240
Fort Pierce, Florida 34954
Attn: Dan Dempsey
Buck Jones
Jim Andrews
Phone: 461-1188

Beville Citrus
15150 Orange Avenue Ext.
Fort Pierce, Florida
Attn: Sonny Beville
Phone: 465-4461

Cassens Grove Servcie
Post Office Box 613
Fort Pierce, Floria 34954
Atten: Steve Cassens
Phone: 461-4615

Circle H Citrus
Post Office Box 225
Fort Pierce, Florida 34954
Attn: Geore Pantuso
Phone: 464-4154 or 464-7047

Daniels, W. R.
227 Serret Circle
Port St. Lucie, Florida 34953
Phone: 464-1968

Dixon, Vernon
2221 Juanita Avenue
Fort Pierce, Floria 34946
Phone: 461-1010

Faniel, Collis
2604 Sheraton Boulevard
Fort Pierce, Florida 34946
Phone: 489-1542 or 465-7820

Fulford Citrus
Post Office Box 98R Road
Wabasso, Florida 32970
Attn: Perry Fulford
Phone: 589-6284

Cole Harvesting, Inc.
Post Office Box 2012
Fort Pierce, Florida 34954

Godwin Citrus Harvesting, Inc.
1109 Midway Road
Fort Pierce, Florida 34982
Attn: Jim Godwin
Phone: 465-2626

Goldcoast Caretaking
175 43rd Avenue
Vero Beach, Floria 32961
Attn: W. C. Lee
Phone: 569-1719 or 567-1728

Golden J. Harvesting
500 Pulitzer Road
Fort Pierce, Florida 34945
Attn: James Gordy
Phone: 465-4092

Gordon, Raymond
1620 Timberlake Drive
Fort Pierce, Florida 34947
Phone: 489-1388 or 465-3251

Graves, W. C., III
5640 4th Street
Vero Beach, Florida 32962
Phone: 569-5733

Harmon Fruit Contractors
Post Office Box 1178
Fort Pierce, Florida 34954
Attn: Ron Wuchte
Phone: 465-1153

Harvro, Inc.
6196 5th Street, Southwest
Vero Beach, Florida 32968
Attn: Pete Hays
Phone: 465-2626

Johnson, Arthur
428 Dundas Court
Fort Pierce, Florida 34950
Phone: 461-1134

Jones, Keith
2012 North 45th Street
Fort Pierce, Florida 34947
Phone: 468-7532

Lampkin, Willie
4109 Mantanzas Avenue
Fort Pierce, Florida 34950
Phone: 489-6109 or 466-2224

Lee Sr., Larry
1811 Avenue O
Fort Pierce, Florida 34950
Phone: 465-1127

Merribeck, Inc.
Post Office Box 2459
Vero Beach, Floria 32961
Attn: Jim Beckley
Phone: 464-3878 or 489-1418

Noelke Citrus
1300 Hartman Road
Fort Pierce, Florida 34947
Attn: Dennis Noelke
Phone: 461-2560

Orange Barn Fruit Company
160 Lamont Road
Fort Pierce, Florida 34947
Attn: Rubin Carlton
Phone: 461-2817

River Citrys Planting Service
2075 38th Avenue
Vero Beach, Floira 32960
Attn: Jack Dyer
Phone: 466-3421

Rivergold, Inc.
Post Office Box 2019
Fort Pierce, Florida 34954
Attn: Jerry Shaw
Wayne Shaw
Pone: 461-1042

Robinson Fruit Company
Post Office Box 1809
Fort Pierce, Florida 34954
Attn: Duke Robinson
Phone: 466-2741

Stalls Fruit Company
Post Office Box 1476
Fort Pierce, Floria 34954
Attn: Joe Stalls
Phone: 464-1631 or 489-1122

Stewart, Isiah
3015 Iroquoise Aenue
Fort Pierce, Florida 34946
Phone: 464-6257

Sunlight Trucking, Inc.
Post Office Box 1448
Fort Pierce, Florida 34954
Attn: Ray Shatley
Phone: 461-5166

Varn Citrus
Post Office Box 550
Fort Pierce, Florida 34954
Attn: Nyron Varn
Phone: 461-2172

"Keep on Truckin'"
Interview Listing

Program Participants	Sex	Ethnic Group
Gary Chaney	Male	African American
George Collins	Male	African American
Alberto Gomez	Male	Hispanic
Sharon Gordon	Female	African American
Robert Howton	Male	White American
Ray King	Male	African American
Robert Monroe	Male	White American
Sairean Prince	Female	African American
Willie Rivers	Male	African American
Robert Gonzalez	Male	Hispanic
Virginia Stewart	Female	White American

Numerous students were interviewed informally during site visitations throughout the project year.

Appendix I

News Clippings

IRCC offers commercial drivers license class

Obs. News 2/1992

Indian River Community College is now offering instruction in both English and Spanish to prepare for the commercial driver's license exam. The ongoing classes are being [illegible] at various IRCC sites [illegible] times.

Florida law requires drivers to obtain a new commercial license by April 1. If you are a commercial vehicle operator who drives a vehicle which weighs more than 26,000 pounds, transport more than ten school children, transport placarded hazardous materials, or transport more than 15 passengers, including yourself, then you must take and pass the new commercial driver's license exam.

For further information, please contact Dale Jenkins at 468-4753 or 879-4314. There is no charge for this instruction.

FORT PIERCE

IRCC offers help on commercial license exam

If you want to keep on truckin', you'll need the new commercial driver's license. According to Florida law, drivers of commercial vehicles must take an exam and obtain the new license by April 1.

Indian River Community College can help you or your employees prepare for the test. [illegible]asic skills preparation is of[illegible]ed free in English and Spanish at many convenient locations. For more information, call IRCC Adult Education at 468-4753.

ST. LUCIE COUNTY

IRCC offers course in English and Spanish

TRIBUNE 2-10-92

Indian River Community College is now offering instruction in both English and Spanish to prepare for the commercial driver's license exam. The ongoing classes are being held at various IRCC sites and times.

Florida law requires drivers to obtain a new commercial license by April 1. If you are a commercial vehicle operator who drives a vehicle which weighs more than 26,000 pounds, transport more than 10 school children, transport placarded hazardous materials, or transport more than 15 passengers, including yourself, then you must take and pass the new commercial driver's license exam.

For further information, please contact Dale Jenkins at 468-4753 or 879-4314. There is no charge for this instruction.

BRIEFS

IRCC drives away with literacy award

FORT PIERCE — A free program designed to help truckers develop the reading and writing skills they need to acquire a commercial driver's license has earned an award for Indian River Community College.

The "Keep on Truckin'" program, which has helped 275 people since it was established last year, was recognized by the Florida Adult Education Conference last week in Daytona.

"The award was quite a surprise, but we were very happy to receive it," said Dale Jenkins, who coordinates the program for IRCC.

The ACE Network Clearinghouse evaluates adult education throughout the state. ACE organizers presented 15 awards at the Daytona conference, selected from 32 nominations, Jenkins said.

The "Keep on Truckin'" program is tailored to meet each individual's needs.

Pioneer Post
February 5, 1992

PSL Site has AHS

Special to the Post

The IRCC Adult Education program is free and students proceed at their own pace, building skills step by step.

The college's site at 200 S.W. Prima Vista Boulevard in Port St. Lucie offers training for people interested in improving reading, writing and math skills. Preparation for the GED exam is available at no charge as is instruction in English for speakers of other languages. Assistance is also provided for people who want to improve their basic skills before taking the new commercial driver's license exam. About 300 commercial drivers have received assistance in reading comprehension and writing skills to help them pass the exam.

The adult education programs are open Monday through Friday from 8 a.m. to 1 p.m. and Monday through Thursday evenings from 6 to 9 at the Prima Vista Boulevard location.

IRCC Offers New Commercial Driver's License Class

Tc Chronicle 2/30/92

Indian River Community College is now offering instruction in both English and Spanish to prepare for the commercial driver's license exam. The ongoing classes are being held at various IRCC sites and times.

Florida law requires drivers to obtain a new commercial license by April 1. If you are a commercial vehicle operator who drives a vehicle which weighs more than 26,000 pounds, transport more than ten school children, transport placarded hazardous materials, or transport more than 15 passengers, including yourself, then you must take and pass the new commercial driver's license exam.

For further information, please contact Dale Jenkins at 468-4753 or 879-4314. There is no charge for this instruction.

License helps students truck

y TIMOTHY JENNINGS
ST STAFF WRITER

IRCC is helping students drive o the future. Don't take a back it on getting ahead of new laws.

"Keep on truckin" is a new program that enables students to learn the skills required to obtain a commercial driver's license.

The federal government passed egislation that ultimately deleted he use of chauffeur's licenses. A ew designated commercial license will replace the chauffeur's license. The legislation was enacted to promote safety.

"Truckers before could have multiple licenses and they could spread ut their points for violations on the lifferent licenses," said Dale Jenins, an instructor of the Commerial Driver's License Training rogram (CDL)/and author of the urriculum.

The new law requires drivers to ave a commercial license from heir residential state.

"We were approached with (this program idea) by the International Harvestors who said they had all these drivers who are going to lose their jobs (as a result of the chauffeur's license deletion)," Jenkins said.

The CDL program is offered on an open enrollment basis and is designed to aid people with a lower reading level.

"People can graduate from high school and not be reading at a level sufficient enough) to pass the test," said Jenkins.

The course is free and is offered at the main campus and Okeechobee site. IRCC provides the manual and study guide that prepares students for the Division of Motor Vehicles examination. Students work at their own pace and receive tutoring from the instructors.

The CDL course is also available at Lincoln Park Academy and Windmill Point School. For more information, contact Dale Jenkins, 468-4700 ext. 4861.

Top of the morning

IRCC "Keep On Truckin" Program Receives Award

The Indian River Community College Program "Keep On Truckin" was recently recognized at the Florida Adult and Community Education (ACE) Conference for innovation and exemplifying some of the best adult educational practices in Florida.

"The "Keep On Truckin" program provides basic skills preparation for the Commercial Driver's License Exam. The program is offered to the public free of charge through the college's adult education department.

The award was presented by the ACE Network Clearinghouse which gathers information on exemplary adult education programs which can be utilized throughout the state. The organization evaluates adult education programs developed at public schools, community colleges and universities.

The IRCC "Keep On Truckin" program has aided 275 persons in developing reading and comprehension and writing skills to facilitate their successful completion of the commercial driver's license exam. Commercial drivers must pass the exam to continue employment as the driver of a commercial vehicle.

Course Offered Drivers

The Adult Education and Lifelong Learning Program of the School District of Indian River County is offering the commercial driver's license course for those who drive large wreckers, shuttle buses, utility trucks, church buses, tanker trailers, church vans, log trucks double trailers, transit buses, tour buses, concrete trucks and any vehicle hauling hazardous materials. This licensing must be completed by April 1.

The course will cover information necessary to successfully complete the written test and will afford the opportunity to practice road test requirments, if needed. The length of the course will be on an individual student need with fees charged accordingly. The course will begin today and will meet Mondays, Tuesdays and Thursdays, 6-9 p.m.

If additional information is needed, or to find out if this type of license is necessary for the work you do, call 770-5559. Registration is being conducted at the Adult Education Center, 1426 19th St., 7 a.m. to 4:30 p.m., weekdays.

News Brief

Press-Journal, Wednesday, March 4, 1992

School District Plans Course

Indian River County School District's adult education program is offering a commercial driver's license course for drivers of large wreckers, shuttle buses and vans, utility trucks, tractor-trailers, hazardous waste haulers and other large commercial vehicles.

The course will help drivers prepare for both the written and road tests required for their license. It will begin Monday, and will be held Mondays, Tuesdays and Thursdays from 6-9 p.m.

County officials said April 1 is the deadline for drivers of commercial vehicles to obtain the special license. Until now, law enforcement agencies have been lax about enforcing the law requiring the special licenses, which went into effect two years ago, and issuing fines for noncompliance. April 1 marks the end of that grace period.

Cost for the course will be based on individual need. Interested drivers can register weekdays from 7 a.m. to 4:30 p.m. at the Adult Education Center, 1426 19th St.

BEST COPY AVAILABLE

INDIAN RIVER COMMUNITY COLLEGE

1/26/92

Prima Vista site offers adult education

The Indian River Community College adult education program is free and students proceed at their own pace building skills step by step.

The college's site at 200 S.W. Prima Vista Boulevard in Port St. Lucie offers training for people interested in improving reading, writing, and math skills. Preparation for the GED exam is available at no charge as is instruction in English for speakers of other languages. Assistance also is provided for people who want to improve their basic skills before taking the new commercial driver's license exam. About 300 commercial drivers have received assistance in reading comprehension and writing skills to help them pass the exam.

The adult education programs are open Monday through Friday from 8 a.m. to 1 p.m. and Monday through Thursday evenings from 6 to 9 p.m. at the Prima Vista Boulevard location.

Free GED preparation also may be accomplished at the main campus and Windmill Point Elementary School. Working adults appreciate the flexibility of the GED program; they may enter or complete the program at any time during the school year.

Those who pass the GED exam receive a diploma issued by the state.

Some individuals prefer the competency-based adult high school classes offered at the main campus. Students earn high school credits as they master each skill level. Classes are held in the morning and evening.

For more information about the adult education program which best meets your needs or the program suited for your employees, call the IRCC Adult Education Department at 468-4700, ext. 4861, or the Prima Vista Adult Education Department at 879-1314.

Photo Provided

Pat Scherre, left, provides instruction for student Kathy Gilmore through the IRCC adult education program.

Weekend computer workshops: With the increased use of computers in the workplace computer skills are an asset for many employees. The IRCC weekend computer workshops enable working people to become familiar with computers and expand skills in a three-day format.

Upcoming workshops at the main campus include, "Introduction to Business Graphics," CGS1520 A1SR, Feb. 21 to 23; "Disk Operating Systems II," CGS1561 A1SR, Feb. 21 to 23; and "Introduction to Desktop Publishing," CGS1580 B1SR, Feb. 28 to 30.qq The seminars meet from 6 to 10 p.m. on Friday, 9 a.m. to 4 p.m. on Saturday, and 1 to 4 p.m. on Sunday.

For more information, contact IRCC Educational Services at 468-4740.

Fire science: The IRCC Fire Science Department has announced the offering of four fire science classes in February at the Indian River Academy in Fort Pierce.

The classes are "Fire Hydraulics for Pump Operators," FFP2640 1SR; "Fire Supervision," FFP1130 1SR; "Firefighting Tactics and Strategy," FFP2410 1SR; and "Building Construction for Fire Services," FFP1320 1SR.

For more information about the IRCC Fire Science program, call 464-7676.

BEST COPY AVAILABLE

INDIAN RIVER COMMUNITY COLLEGE

3209 VIRGINIA AVENUE • FORT PIERCE FLORIDA 34981-5599
TELEPHONE 407-468-4722

• PUBLIC INFORMATION OFFICE

DATE 8-10-92 19_____

NEWS RELEASE

FOR IMMEDIATE RELEASE

CONTACT: Michelle Abald

75 GRADUATE FROM IRCC ADULT ED COMMERCIAL DRIVER'S LICENSE PROGRAM

Through a federal workplace literacy grant, the Indian River Community College adult education department has offered individualized and group instruction to prepare for the Florida commercial driver's license exam.

Since 1990, 267 people have participated in the adult education preparatory program and four recognition ceremonies have been held.

On Monday, August 17 at 7:30 p.m. in the IRCC Koblegard Student Union the final group of 75 students will be recognized for participation in the "Keep on Truckin'" program.

Long-term preparation and review for the commercial driver's license exam will continue to be provided on an individualized basis through the IRCC Adult Education Department.

Short-term preparation courses for the commercial driver's license exam are also offered at the IRCC Indian River Academy on Tedder Road in Fort Pierce.

# # #

SERVING INDIAN RIVER MARTIN OKEECHOBEE and ST LUCIE COUNTIES

Prepare for new Commercial Driver's License

Indian River Community College provides preparation courses for the new Commercial Driver's License (CDL) that replaces the Florida chauffeur license.

Drivers who operate a vehicle that weighs more than 26,000 pounds; transport more than 10 school children, including the driver; transport placarded hazardous materials; or transport more than 15 passengers, including the driver, will need the new CDL.

To obtain the new license, commercial drivers must pass a series of examinations, including a general knowledge, vision, and skills test.

The preparation class, TRA P081, is scheduled for July 15-18, and will be held again from Aug. 5-8. Classes meet on Wednesday, Thursday, and Friday from 6 to 10 p.m. at the IRCC Indian River Academy in Fort Pierce.

Endorsement preparation will be offered on the Saturday and participants need only attend the sessions for the endorsements they need.

After completion of the course, a state examiner will administer the commercial driver license test. The test will be given July 22 at 9:30 a.m. and again Aug. 12.

Registration for the Commercial Driver's License preparation may be accomplished at the IRCC main campus or St. Lucie West Center. For more information, call the Indian River Academy at 464-7676.

Some students may need literacy preparation before taking the test. Information about basic skills training, available at the main campus and Prima Vista Site, can be obtained from the IRCC Adult Education Department at 468-4753.

Photo courtesy of IRCC

IRCC instructor Irene Katra, left, reviews commercial driver's license requirements with Merilor Merilen, Leola Mathews, and Sammie Hughes.

238

FLORIDA
The Miami Herald
SECTION B
FRIDAY, MARCH 20, 1992

Truckers slow down license centers

TALLAHASSEE — (AP) — While state officials seek to speed routine renewals, customers at driver's license centers recently have waited up to five hours as truckers line up to get new commercial licenses.

People with routine applications or renewals can save time by calling ahead to check on the crowds, Ed Birk, spokesman for the Department of Highway Safety and Motor Vehicles, said Thursday.

The department estimates that 200,000 to 250,000 truck drivers need the commercial licenses. More than 171,000 have been issued. The deadline is April 1.

The department began testing for the licenses about two years ago, Birk said.

"Everyone is waiting until the last minute, even though we've been doing this since April of 1990," said Matthew Lyons, regional administrator for driver's license offices in Hillsborough County.

The result is that 12 centers around the state where truckers take road tests for the licenses are getting booked up. [illegible] 4,000 appointments scheduled. One, in the Tampa area, has appointments through July, Birk said.

In another area, the department has randomly selected half the state's drivers for a program to speed regular license renewals. That program lets them renew by mail.

Later this year, the department plans to start a program allowing people to renew by phone.

The department is trying to streamline the process because while the number of license office employees has risen 5.5 percent in the past four years, the number of drivers has grown 19 percent.

"We're trying to do more wit less," Birk said.

In the mail program, motoris who mail back forms receiv stickers for the backs of the licenses renewing them for fou or six years, depending on the driving records.

In the phone program, drive will be able to call the depar ment and use a touch-tone dial t punch in license and credit car numbers, Birk said. Renew stickers will be mailed to them

BEST COPY AVAILABLE

Truckers wait for hours for commercial licenses

By ANA MENENDEZ
Herald Staff Writer

It was 12:30 a.m. Saturday. It was chilly. And Kenny Kellerman, 48, was camped out in front of the Lauderhill Driver License office at 1225 NW 40th Ave.

His last-minute wait to get a federally mandated commercial driver's license had turned into a nine-hour vigil.

"I almost didn't come that early," said Kellerman, who is a self-employed trucker from Davie. "But I've been back and forth so many times. I just wanted to get it over with."

Like Kellerman, so many people have waited until the last minute to get their commercial driver's licenses that officials have opened the Lauderhill office from 7 a.m. to 6 p.m. Saturdays and Mondays until April 27, just to give tests for the new license.

Hundreds have been lining up, many camping out the whole night hoping to beat the April 1 deadline with a last-minute show of endurance.

Even with the extra two days, officials estimate they won't be able to test the thousands of drivers who haven't gotten their licenses yet. So they'll be issuing temporary licenses to anyone who schedules an appointment by April 1.

"This is the Procrastinators Club of America, all gathered right here," said Wayne Harker, 37, president of Accu-Tech Systems Inc., a tractor company. "That's the only reason I'm here today, because I'm a procrastinator."

Harker finally got his license close to 10 a.m. Saturday, nine hours after becoming the second person in line behind Kellerman.

Such zealous return to Boy Scout camp days is not unusual, said Robert Sherl, assistant regional administrator for the Division of Driver Licenses.

March 21, the first Saturday the office opened, people started lining up at 5 a.m. That day, 12 examiners tested about 200 commercial drivers.

"We've just been swamped. It seems the whole world has waited for the last few days. We can hardly keep up," Sherl said. "You'd think we were giving away tickets for a concert."

Many drivers said weekends are the only time they can spare to take the state-mandated test for vision, general knowledge and behind-the-wheel skills. They welcome the safety net that the new law requiring the commercial license will provide, but they also wish someone would have thought of the Saturday test dates sooner.

"I've got three daughters to support. The company knows that and they're not going to give me a day off to come here and wait in line," said Mark Robins, 23, who drives for Barnacle Seafood. "There's too many people who want my job."

"Saturday's the only day I can come," said Charlie Marcotte, 29, a foreman for Coast Line Markings, who had been standing in line since 5:30 a.m. Saturday. "We're working people. We can't afford a day off."

Miami Herald
March 29 1992

BEST COPY AVAILABLE